REPORT RESUMES

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CLASSROOM BEHAVIOR--BACKGROUND FACTORS AND PSYCHO-SOCIAL CORRELATES. EAU CLAIRE COUNTY YOUTH STUDY, 1961-1964.

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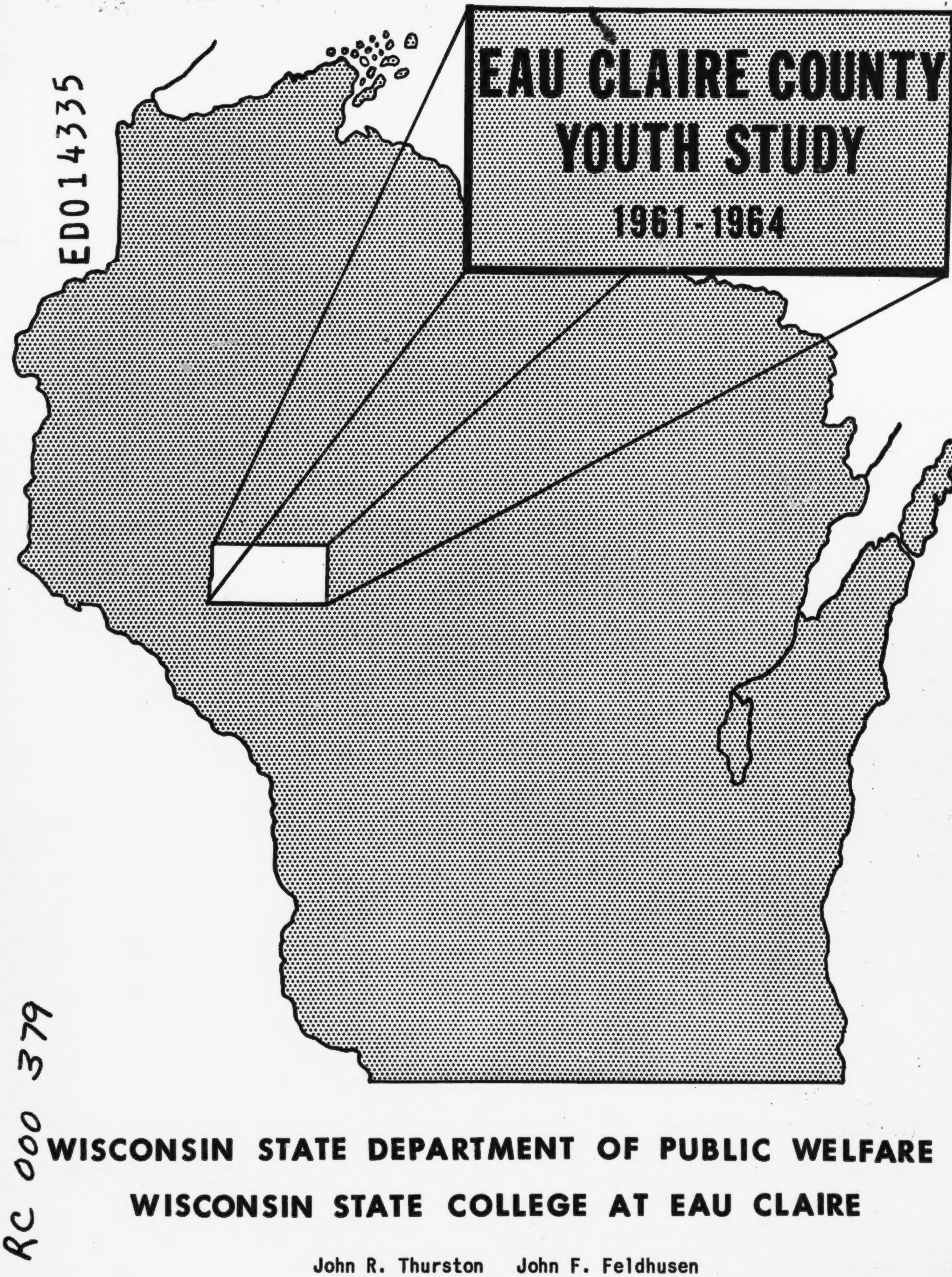
DESCRIPTORS- *AGGRESSION, ATTITUDES, ACTIVITIES, *BEHAVIOR PATTERNS, BACKGROUND, COMMUNITY, CLASSROOMS, DROPOUTS, DELINQUENCY, DISCIPLINE, EDUCATION, FAMILY (SOCIOLOGICAL UNIT), INTERVIEWS, INTERACTION, ORIENTATION, OCCUPATIONS, PERSONALITY, PARENTS, PSYCHOLOGICAL CHARACTERISTICS, QUESTIONNAIRES, RURAL AREAS, *RURAL YOUTH, SUPERIOR STUDENTS, *URBAN YOUTH, TESTS, THEORIES, TEACHER ROLE, URBAN AREAS, SOCIAL DISADVANTAGEMENT, NIMH,

CLASSROOM AGGRESSION, DEFINED IN THIS STUDY AS MARKEDLY UNACCEPTABLE AGGRESSIVE BEHAVIOR OCCURRING HABITUALLY OR FREQUENTLY IN SCHOOL, IS EXAMINED IN RELATION TO SEX, GRADE, AND URBAN-RURAL STATUS. THE WRITERS STATE THAT NEUROTIC, PSYCHOPATHIC, AND SOCIAL BEHAVIOR PATTERNS HAVE THE FOLLOWING FOUR FOCAL CAUSATIVE AREAS--(1) SCHOOL, (2) HOME AND PARENTS, (3) CULTURAL MILIEU OF THE NEIGHBORHOOD AND ITS COMMUNITY, AND (4) GOALS AND STANDARDS WHICH PREVAIL AT CITY, STATE, AND NATIONAL LEVELS. THE RESEARCH CORRELATES APPROVED AND DISAPPROVED CLASSROOM BEHAVIOR OF 384 RURAL AND URBAN BOYS AND GIRLS FROM THE THIRD, SIXTH, AND NINTH GRADES. THESE CHILDREN WERE IDENTIFIED AS SHOWING CONSISTENTLY APPROVED OR DISAPPROVED BEHAVIOR. THE STUDY EXTENDED FROM MAY 1961 TO MAY 1963. HALF THE SAMPLE WAS DRAWN AND STUDIED THE FIRST YEAR, AND HALF WAS DRAWN AND STUDIED THE SECOND YEAR. FINDINGS INDICATE THAT BOTH THE URBAN AND RURAL DISAPPROVED CHILD HAD MANY FAMILIAL DISADVANTAGES AND MANIFESTED THE FOLLOWING CHARACTERISTICS--(1) ARGUMENTATIVE, (2) LOW OR AVERAGE INTELLIGENCE, (3) LOW OPINION OF ADULTS, (4) REJECTIVE OF PARENTS, AND (5) NON-CLASSROOM ORIENTATION. WIDE USE IS MADE OF CHARTS TO PRESENT ALL DATA. (ES)

ED014335

EAU CLAIRE COUNTY YOUTH STUDY

1961-1964



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WISCONSIN STATE DEPARTMENT OF PUBLIC WELFARE

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CLASSROOM BEHAVIOR:

BACKGROUND FACTORS AND PSYCHO-SOCIAL CORRELATES

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P R O L O G U E

In Perspective

Among the many problems confronting the United States during the 1950's and 1960's, few have received the extended, heated discussions accorded those involving American youth. It is not so much that American youth have not had problems in the past nor that the concern about them is new. Rather, the sharp awakening of interest in the nation's young people is occasioned by the growing realization that the fate and survival of the nation are dependent upon them. The orbiting of Sputnik brought the threat of international Communism into sharp focus, making the question of our survival grim, realistic, and of basic national concern.

In meeting this threat, the United States has had occasion, as perhaps never before in its history, to look over its strengths and its weaknesses. This extensive examination has resulted in an affirmation that the youth of this country are unparalleled and perhaps as yet unrealized resource. As these young people go, so goes our nation. Our future and that of succeeding generations depend upon them. This realization then poses a complex question that causes considerable uneasiness on the part of many. Can America's youth meet the challenges that will confront them? It would appear that few would come forth with a confident, resounding "yes" to this question. Still fewer would answer "no". Many would say "yes; most assuredly, if" certain conditions were satisfied. It is in this latter group, expressing realistic optimism, that one finds most occasion for hope and constructive action. By such statements, concerned individuals are in the position of beginning to identify areas in need of improvement. Once a problem has been identified, study can be initiated in an effort to understand the problem. Once understood, and only then, is it possible to introduce effective remedy.

Americans are generally an impatient people; and in many ways this characteristic adds immeasureably to their ability to meet problems and to progress. In some instances, however, this impatience works to a marked disadvantage. In attempting to cope with certain urgent problems, such as juvenile delinquency, dropping out of school, underachievement, aggression, and mental illness, there is, at times, a tendency to demand a "break through", a short-circuiting of this "identify - understand - remedy chain." Once the problem has been identified, there is a desire expressed by many for immediate resolution, often in almost complete ignorance of what has given rise to the problem. All too common are impassioned statements made by citizens decrying "juvenile delinquency", accompanied with proposed sweeping remedies which upon close inspection are inappropriate and ineffectual if not downright detrimental. The broad indictments and the attempts to find quick resolution are understandable and are to be expected when one considers the nature and magnitude of the problems confronting our youth. The discrepancy between what is known and what we need to know to understand youth is so great as to be almost overwhelming at times. But in spite of this dearth of knowledge the tremendous urgency of many of these problems fosters a pressure for "break throughs", the development of effective corrective procedures in one fell swoop.

This urgent need to do something is most true in the applied fields of the social sciences where many of the practitioners, being required to act, are in no position to wait. Action is not to be discouraged, except when it obstructs or diverts time and energy from the less dramatic, orderly accumulation of data and establishment of relationships that are the hallmarks of the scientific method. This approach to eventual understanding is long, difficult, and at times tedious and slow. But it must be realized that a journey of 1,000 miles is taken one step at a time and that it begins with a single step.

The understanding of youth must begin with clear definitions of the phenomena under investigation, the generation of hypotheses relating to these phenomena, the accumulation of relevant data, and the affirmation or denial of hypotheses in light of this data. Then, on the basis of this firm knowledge, effective action may be instituted.

The Eau Claire County Youth Study was fortunate in that it had so much to build upon: Precise definitions are available in the literature; considerable research data has been accumulated; relationships and consistencies involving the activities of youth have been noted; sophisticated theories have been developed to derive meaning from what appears to be extremely diverse and apparently inconsistent patterns of behavior.

This is a report of a study which was conceived and executed in the scientific tradition. It is addressed to the important problem of aggression in the classroom and some of its possible correlates, notably adjudicated juvenile delinquency. In addition, the study evaluates the importance of such variables as sex, grade, and urban-rural status in relation to classroom behavior. The study represents an attempt to develop new procedures and to collect new data, while at the same time participating in the evolution of knowledge based upon previously derived data and established techniques.

Chapter 1

Basic Problems Involving American Youth: Classroom Aggression; School Dropout; Juvenile Delinquency

Aggression in the Classroom

Classroom Aggression as An Area of Research

Persistent classroom misbehavior constitutes a serious problem for the student, for his classmates, and for his teacher. Misconduct involving defiance, destructiveness, rule breaking, class disruption, cruelty, fighting, and cursing appear to be essentially aggressive in character. As in other aggressive acts, the goal of such behavior is to humble, harass, humiliate or hurt someone. There is no doubt that it can be devastating in terms of the avowed goals of education. The orderly accumulation of knowledge and acquisition of skills in the classroom become virtually impossible when the teacher and students are frequently diverted from the learning task by aggressively troublesome students.

In addition to their immediate impact, these manifestations of aggression may have more lasting, deleterious effects upon the climate of the classroom. Other children may imitate these misbehaviors. The attitude of the teacher may become increasingly watchful and decreasingly instructive. Prolonged contact with problems of this nature may engender emotional disturbances in the teacher. The impact of the misbehaving child is felt by everyone in that classroom. In a very real sense, all pay for his transgressions. Persistent classroom misbehavior is thus a subject worthy of considerable investigation if it is to be understood and alleviated.

In the search for an appropriate term to designate and identify the behaviors studied in this research, many possibilities emerged. Among those considered were "aggressive deviation", "aggressive non-conformity", "consistent aggression", and "classroom aggression." The latter term was chosen because it designates the serious nature of the behavior to be studied and specifies the site of its occurrence. By its definition, classroom aggression refers to those markedly unacceptable, aggressive behaviors which occur habitually or frequently in school. Operationally, these aggressions may take the form of eighteen misbehaviors described in this fashion:

> Quarrelsome, sullen, rude, defiant, resentful, steals, lies, destructive, disrupts class, bullies, has temper tantrums, is overly dominant, talks back, is cruel, is tardy or absent without excuse, is profane or obscene, fights with other pupils or is deceptive (Feldhusen and Thurston, 1963).

Classroom aggression, as studied in this research project, refers to consistent manifestations of combinations of these characteristics. Thus a child who merely persists in using foul language or another who is frequently quarrelsome but whose behavior is otherwise acceptable would not be designated as a classroom aggressor. Nor would a child be called an aggressor who occasionally acted in any of these specified ways either as part of his exploratory behavior or as part of a transient reaction to a more or less serious frustration in or out of school.

The study of classroom aggression in school was considered important because of the important disruptive effects of aggression upon education, the greater likelihood of being able to evaluate more precisely possible causative or correlative factors as they relate to these behaviors in the relatively specific circumstances of the school classroom, and the possibility that classroom aggression may be the precursor of more serious behavior problems yet to come, dropout from school and juvenile delinquency.

A Common Misconception Regarding Classroom Aggression and Conformity

Deviant behavior on the part of the bored, superior student may take different forms, including elaborate practical jokes, participation in presumably noble but clearly unpopular causes, sarcasm directed to the teacher and other students, and an excess of overly-forthright criticisms. These acts of misbehavior are certainly consistent with a rather popularized picture of a bored, intellectual, non-conforming group within the classroom. It seems that many people have been "sold a bill of goods" - with little or no basis in research - that non-conformity and aggression are to be valued; are indeed healthy signs that in the aggressive, non-conformist is found the budding genius. There is an ease on the part of many in quoting the few cases which appear to support this general notion.

It must be pointed out, however, that there is a marked difference between this bored intellectual and his style of deviation and the student who displays the dull, relentless, aggressive behavior that may characterize most aggressors in the classroom. The word "most" in the previous sentence is a crucial one, for it implies a belief that most classroom non-conformity represents aggressive responses from frustrated individuals who find the classroom environment intolerable, not because it lacks challenge, but because it is too challenging for the personal, intellectual, and educational resources that they have at their disposal.

In particular, it is suggested that the "classroom aggressors" generally are not as bright intellectually as the students whose deportment is acceptable. They may be of only average intelligence with many in the slow learner category. It is further hypothesized that they are marked underachievers, that they are operating below what might be expected of them on the basis of their potential. If such findings obtain, it would seem that the classroom misbehavior results not from their being bored with education but rather that they are frustrated by it and that their misbehaviors represent aggressive responses to this frustration.

School Dropout

Classroom Aggression and Dropouts

In a very general way it would appear that the dropout decision on the part of a student represents an ultimate in dissatisfaction with his school. In many cases, it appears that he decides that virtually any alternative would be preferable to continuing in a situation where he meets only failure and frustration. His decision to quit appears to represent a culmination and end point of his educational experience up to that time. Something has gone wrong in his learning process. Further, it seems likely that his dissatisfactions have developed over a considerable period of time. His early reactions may take the form of classroom misconduct previously described as aggressive.

To identify these difficulties and their sources early in the student's educational career would seem to be desirable. It is at this time that something constructive might be done with the greatest hope that the help offered would achieve success. The time to handle the dropout problem of a student from high school would appear to be in the first, second, third, fourth or fifth grade when these dissatisfactions begin to manifest themselves in the form of classroom misbehavior. By the time he has made his decision to quit school, he is beyond the mandatory age for attendance, and it is less likely that anything substantial or effective can be done to change his mind at this age than at any earlier time. Directing him into special work or training programs is often the most reasonable procedure. Merely arguing the individual into returning to class is next to useless unless something can be done regarding the student's basic attitudes and chances for success. This would be very difficult to do at the time of the decision to leave school, for the counselor is then dealing with full blown, strong habits which are highly resistant to change or extinction. The attention to the problem should begin early when the habits are less fixed and the circumstances contributing to them are more amenable to alteration.

When the youngster in high school decides to quit, either overtly or covertly, it would seem that he has reached a psychological point of no return. Particularly if he reveals his decision to others, it is highly unlikely that he will change his mind even under the attentions or exhortations of the most capable of counselors. The reasons for this lie in part in the fact that his decision is most reasonable to him in view of the situation. He feels certain that the circumstances giving rise to his troubles are not likely to be changed at this juncture, and in many cases, he is probably right. The assumption of this role of the "non-student" often times has begun rather early in school.

There would appear to be something approaching a reciprocal reaction in this role development. Originally, various forces, whatever they might be, conspired to engender within the student the self-concept of an outsider, of an individual who is out of his element in school, who is against school and all that it stands for. Once this role begins to be established, it, in-and-of-itself, will color the nature of his schooling in such a way that satisfaction and achievement becomes even less likely. Thus the vicious cycle begins and it begins early. The high school drop-out may be an end result of this process.

Juvenile Delinquency

The School Dropout and Juvenile Delinquency

Increasing emphasis is being placed upon school dropouts as a source for many of the adjudicated delinquent acts. The reasons that a dropout is thought to be a likely delinquent are as follows: 1) he is too young for a job, 2) he is poorly prepared for employment, and 3) he is of generally lower capability in terms of the competitive situation which confronts him. The combination of too much free time, a boring present, and a dismal future is thought to be conducive to the development of delinquent behavior.

Recent data from the Federal Bureau of Investigation (Hoover, 1962) tells dramatically of the increase of crime involving young people. Overall, crime in the United States rose thirteen percent in 1962 over the 1959-61 average and six percent over the 1961 level. Crimes of persons under 18 years of age contributed mightily to this rise with their rate of increase nine percent over the 1961 level. This upward trend in juvenile crime continued both in property offenses as well as in crimes against persons. For all offenses other than traffic arrests, there were 85 arrests per thousand considering youngsters age ten to nineteen.

In 74 metropolitan counties in the United States, arrest trends by sex show that from 1961 to 1962, total arrests for boys decreased 0.2 percent but were up 6.9 percent for girls. In 643 rural counties, the arrest rate for boys was down 2.3 percent and for girls up 4.5 percent. In both urban and rural areas, approximately 20 percent of both male and female arrests were for drunkenness. Larceny and theft accounted for 6.8 percent of male and 10.6 percent of female crimes in metropolitan counties, with 7.13 and 7.0 percent respectively noted in rural counties.

Burglary accounted for approximately 6.5 percent and 2.5 percent of crimes by males and females respectively, regardless of urban or rural setting.

For persons under 18 years of age, homicide increased 62.5 percent in 1962 over 1961 in metropolitan areas as compared with a 2.6 percent decrease in rural counties. Rape rose 31.0 percent in metropolitan areas during this time as contrasted to a 3.8 percent decline in rural areas. Robbery rose 21.2 percent in metropolitan areas as opposed to an almost imperceptible decline in the rural counties. Aggravated assault, however, declined 17.3 percent in metropolitan areas, but rose 15.9 percent in rural areas. Auto thefts were up 20.1 and 14.8 percent in urban and rural areas respectively. Most striking among changes in crime from 1961 to 1962 was the 33.3 percent decline in commercial vice and prostitution for urban areas as contrasted to 81.8 percent increase for rural areas. A similar trend was noted in narcotics arrests with the urban arrests down 16.2 percent and up 53.3 percent in the rural areas.

These data suggest that crime in general and juvenile crime in particular are growing problems which are rising to gargantuan proportions. There are also indications of significant differences between the trends for rural and urban areas. Overall, the United States crime report has shown a steady and substantial increase each year for many years. This increase is in addition to the frequency of crime which might be expected on the basis of population increase. The great bulk of juvenile crimes are handled within police departments (46.9 percent) and by referral to juvenile courts (46.7 percent). Only a small number (4.8 percent) are referred to a welfare agency directly. By the time these cases come to the attention of these agencies, the personality patterns which generate this behavior are firmly established. Early identification is the key to progressive and effective programs of prevention. Here, surely, schools have a major role to play.

Patterns of Delinquency and Focal Causes

Although juvenile delinquency prevention and remediation remain uncertain, there is a growing body of knowledge which is helpful in understanding the delinquent and the problems he faces and creates. Researchers have suggested that the studies of delinquents and other consistently aggressive youngsters reveal some common behavioral patterns and several groupings of causative factors. From an intensive review of such efforts to classify, the present authors have identified three general behavior patterns and four focal causative areas which relate to delinquency and aggressive deviant behavior. The behavior patterns are classified as neurotic, psychopathic, and social. Under the neurotic pattern are included all aggressive, deviant behaviors which spring from fear, anxiety, guilt, conflicts, acute frustrations, self-recriminations, and hostility. In short, these are behaviors which spring from emotional disorders.

The psychopathic classification is used to cover the deviants who are defective in the development of a conscience or superego. They are individuals who have acquired few or no restraints for their actions. They fail to experience remorse or guilt for behavior which should call forth these reactions. Their capacity for empathy is low.

The social behavior pattern includes those deviant youngsters whose behavior is shaped by expectations which are imposed by the culture of the neighborhood, by other youngsters, and by well-organized gangs. The youngster's behavior may involve considerable superego or conscience, considerable inhibition and empathy, but these functions become subverted to the role expectations exerted by a social milieu which may have quite different standards from the larger society. Thus, the standards of the gang may dictate the emerging superego structure, there may be much inhibition of behaviors which would be unacceptable to the gang, and there may be strong empathy for gang members if not for outsiders.

The four focal causative areas related to the development of these three behavioral patterns of delinquency and aggression are 1) the school, 2) the home and parents, 3) the cultural milieu of the neighborhood and community, and 4) goals and standards which prevail at the larger community, state and national level.

The school may be an important causative factor in delinquency and aggressive misbehavior for a number of reasons. First, in its intellectual demands, it creates a situation in which frustration is likely to run high for many children. American schools are characterized by standards which all too often take little account of individual differences in ability to attain the standards.

The students who could profit most from individual attention by teachers often fail to receive it. The abilities of teachers to detect problems often appear to exceed their capacities to remedy them once identified. One researcher found that teachers tended to ignore the very children who were most in need of help (Withall, 1956).

While there is considerable evidence that the classroom social situation may be manipulated to facilitate the social learning and adjustment of youngsters, it appears that many teachers have made no effort toward these ends, and social frustration with failure instead, characterize the daily regimen for all too many children. Effective use of groupings and cooperative efforts may facilitate learning of subject matter in addition to the social and personal adjustment values, but these techniques are rarely used to achieve this important goal.

The home and family are major causative factors in the development of the child's behavior patterns. His conscience or superego, ego or self-esteem, confidence, security, and affectional capacities are dependent upon his interactions with his family. To point up this relationship, it is perhaps not amiss to paraphrase a familiar expression and say that "you can take the boy out of the family but you cannot take the family out of the boy." Such major dimensions as the affectional interactions with mother and father, how his parents handle discipline and training, how close or cohesive the family is, and how well the mother and father have adjusted maritally are some of the main discernible family interactions which relate to the child's emerging behavior and personality development. The imprint of the family on the child's behavior will be close to indelible.

Neighborhood and community culture impinges on the child in a myriad of ways. In the neighborhood, the youngster continues to learn which behaviors are acceptable and which are unacceptable. In lower class culture, school and education are often viewed as wasteful and inimical to the "important" business of life. The acceptable behavior in these circumstances is to demonstrate antagonism toward teachers and the education they represent.

The value systems of the country as a whole are related to the values of its citizens. They both reflect as well as give rise to what the people do. The rise of crime in the United States, for example, has reached staggering proportions, but the annual message from the Director of the Federal Bureau of Investigation is met with apathy by the general public (Hoover, 1962).

It remains an important and urgent goal of research to state the relationship of these extremely complicated focal causative factors, either singly or in combination, to the neurotic, psychopathic, and social behavioral patterns of the delinquent youth.

Prediction of Delinquency - An Important Practical Matter

Delinquency prevention measures of established value are yet to be found despite declarations to the contrary by the forceful proponents of a variety of methods. Massive efforts are made in welfare organizations, in schools, in community recreation programs, and in churches, but seemingly the successes are slight to the point of insignificance in preventing or alleviating the problems of crime and delinquency. Most preventive programs lack impact and import.

Prevention of delinquency will inevitably depend upon the accuracy with which the causes of delinquency can be identified and alleviated in advance of what would be the delinquent act. Some preventive techniques may be of such a nature that they could be applied to all youth. Development of such techniques within the foreseeable future seems most unlikely. The approaches which are available now are so intensive and expensive that it is mandatory that they be reserved for those children who exhibit the greatest need, i.e. those who appear to be highly delinquency prone. In the massive research of the Gluecks' (1950), probably the most widely known work involving prediction of delinquency, stress was placed upon such predictions from a very early age through knowledge of crucial factors in the families of youngsters such as discipline by father, affection by mother, supervision, and cohesiveness of the family. The crucial nature of these factors, as suggested by the still earlier work of others, was confirmed by the research of the Gluecks.

The work of the Gluecks has culminated in the development of techniques and scales for the assessment of the various factors in the life of a child and for the prediction of eventual delinquent behavior from these factors. Even if one grants the validity of this Glueck assessment approach, an important practical question remains unanswered: Of what use are Glueck factors to professionals in the field who are vitally concerned in making these delinquency predictions? The Glueck factors, it seems, leave something to be desired on at least two counts. The first involves the amount of professional time and talent that is required to make the judgments of the factors in the scale. This restriction is impressive, for without additional selection factors, the use of the Glueck factors would require extensive individual home contact with all families of all children. While the procedures and amount of time required are not specified by Glueck to any great degree, there is no reason to believe that this job would be less than overwhelming. A large number of trained persons would need to be available to carry out the interviews and make the ratings. While several trained social workers in every school would undoubtedly be desirable, the prospects of this for most school systems appear to be dim indeed.

The second point involving the Glueck factors is a statistical one that will be dealt with in detail in Chapter 6. In essence, it questions the validity of statements such as those made by the Gluecks concerning prediction of delinquency with a two-factor scale (1951, p.261). "Those with a score under 250 have only sixteen chances out of a hundred (one and a half chances in ten) of becoming delinquent, while those scoring 250 and over have 79.1 chances in a hundred (eight in ten) of becoming delinquent." Similar interpretations would be made regarding the three, four and five factor Glueck tables. Statements of this sort would be true, granting complete validity, only if one considers that the population he is evaluating to make his predictions is likely to be 50 percent delinquent and 50 percent non-delinquent. Even the most horrified observer of the American Scene today will probably not envision one out of every two youngsters as a potential delinquent. On a non-selected group, and assuming a more realistic base rate of 10 percent (one in ten will commit delinquent acts), application of the aforementioned Glueck factors, again granting complete validity, would inevitably result in a statement that the chances are approximately 50-50 that a person accorded a score over 250 on the two-factor scale will commit delinquent acts. This is assuredly a marked improvement over the 10 percent accuracy of prediction to be expected on a chance basis, but is considerably short of the 80 to 90 percent accuracy suggested by Glueck in the various tables.

The answer to the above two criticisms would both involve selection-prediction considerations. If the Glueck factors are to assume practical significance, some additional methods must be found to detect individuals who are likely to commit delinquent behavior. Of necessity, such selection implies the determination of other predictors or factors associated with delinquent acts. Previously demonstrated delinquency might constitute one such basis for prediction. Other factors might involve lower socio-economic status or membership in a minority group. Additional predictive factors of this sort would have the very real advantages of limiting the number of families to be visited and evaluated with the Glueck Factors (criticism 1). It would allow for a focus of attention on those most likely of the likely to commit delinquent acts. It would also tend to make more reasonable the assumption of a base rate of 50 percent in the narrowed population which is apparently necessary for proper application of the Glueck factors in the manner suggested by the Gluecks (criticism 2).

The above statements should in no way be regarded as condemnatory of the Gluecks' research. Rather, it is believed that these comments aid in placing the Glueck factors in a more realistic perspective. For example, they could be quite useful to a judge who is weighing the desirability of probation in terms of the likelihood of successful rehabilitation. It is improbable, however, that the Glueck factors _per se_ constitute a practical answer to the problem of selecting from a general population those individuals who will become delinquent.

It is of value to explore a selection device which may be of great practical significance. In teacher evaluation of classroom behavior that device may be found. It may be safe to assume that the classroom aggressor is likely to be the eventual delinquent. Furthermore, there is considerable research evidence that the teacher, on the basis of his observation of classroom behavior in lower grades, can make valid predictions of this nature. If this is true, the use of Glueck factors may undergo some modification. If these factors are used traditionally, the sifting and winnowing provided by the teachers would allow for a manageable number of Glueck evaluations and a base rate of anticipated delinquency more in keeping with the Glueck assumptions, namely 50-50.

If resources, personnel and financial, are available to permit the use of the Glueck evaluations, valuable information about the child and his family would be forthcoming which could point the way to prevention and/or remediation. Assuming this, the Glueck factors could contribute a great deal to the school staff as they attempt to carry out their responsibilities to their students. For example, the fact that lack of family cohesiveness is associated with delinquency would no longer be used primarily as a weighted category in a prediction formula. Looking from a reverse direction, the teacher would see the misbehaving child, realize that perhaps he needed special attention because of this family condition which was contributing to his misbehavior, and would seek ways of helping the child to compensate for this circumstance. The teacher would have certain crucial factors identified as being highly related to "his problem's" problems. In a general way, he would know the statistical likelihood of such a child having a strict disciplinarian for a father, an overprotective mother, a family which lacks cohesiveness, and so forth. Knowledge such as this would enhance his understanding of the misbehaving child, aid in the child's treatment, and thus hopefully provide at least one means of preventing the emergence or continuance of full-blown delinquency.

If common psycho-social factors do indeed underly classroom misbehavior, knowledge of these could lead to the development and refinement of therapeutic techniques or even to broad recommendations for improved child-rearing practices generally.

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Chapter 2

The Community and its Participation

The Eau Claire County Youth Study has been described as a "Wisconsin grass roots" project. It is a study of the youth of a typical Wisconsin county sponsored by The State Department of Public Welfare and Wisconsin State College at Eau Claire. It was initiated, designed, encouraged, supported, and completed by many local people who live and work among these young people. The youth themselves, their parents, their teachers, the school administrators, members of city and county governmental agencies, clergymen, concerned and interested persons from the community as well as the sponsors and staff of the study were able to feel and ~~do feel that this~~ is their study. It is a study about something important to everyone in Eau Claire County, in the State of Wisconsin and in the United States as a whole - - its youth.

The purpose of this chapter is to describe something of the parts played by the large number of people who participated in the Youth Study. The all important contributions of the youth, their parents, the teachers and the interviewers are dealt with in other sections of this report and so will not be detailed here. The activities of the sponsors, the advisory committee, the staffs of the city and county law enforcement, legal, welfare and educational agencies, and religious and civic leaders constitute the content of this chapter.

To specify the beginning of a psychological-sociological research effort, such as the Eau Claire County Youth Study, is a difficult if not impossible task. For how does one assess the time when the concern of a community for a part of its being moves from almost subliminal awareness to some sort of definite action?

Youth, and particularly delinquent youth, have long been concerns for every community, vis a vis the dollars spent and the volumes written. Unfortunately, much of the activity on behalf of youth, although well-intentioned, has been wasteful and ineffective. Many programs and practices have been, and are, it seems, initiated and conducted with little knowledge or with knowledge which has little relevance to the particular locale in which they are undertaken.

We can assume that it was the desire for reliable, meaningful knowledge about the youth of their community which prompted the Eau Claire Police Department, Chief of Detectives, and the Director of the County Children's Agency to meet with the County Juvenile Judge in 1953. These persons were seeking knowledge about the extent of juvenile delinquent acts in Eau Claire County so that their activities with juvenile delinquents could be more soundly based. In this meeting in 1953, it was decided to approach the County Coordinating Council for an expression of interest in the study of the seriousness of the juvenile problem in Eau Claire County.

Local interest was keen - and support was forthcoming. The following year the Juvenile Study Committee, sponsored by the Eau Claire County Coordinating Council, began a study of the records of adjudicated juvenile delinquents in Eau Claire County. The Study Committee was made up of the following persons:

Judge Merrill Farr
Victor Tronsdahl
Harold MacLaughlin
Luella Tremblay
Veda Stone
Lester Wogahn
Walter Schwenk
Ray Kuhlman (deceased)

David Barnes
Louisa Wilcox
Homer DeLong
Lutheran Welfare representative
Reverend Roy B. Schmeichel
Father John Paul
Catholic Welfare representative
Children's Service representative

The purpose of the Juvenile Study was twofold: to determine the extent of the problem, and (2) to find out whether or not the delinquent youth had received adequate guidance. The study was continued during the years of 1954 and 1955 with the following findings: (1) the problem of juvenile delinquency was not of alarming proportions in Eau Claire County; (2) some of the resources of the county were not being used to their best advantage; and (3) many children in trouble came from families with a long history of need for guidance.

Throughout this period, the State Department of Public Welfare was exploring the possibility of sponsoring a pilot study of juvenile delinquency and other social problems in selected cities or counties in Wisconsin. Eau Claire County informed the State Department of Public Welfare of its interest in juvenile delinquency and of the study activities which had been going on locally for some time. There was no lack of enthusiasm for continuing to explore the problems of youth in Wisconsin. One major consideration, however, was the ever-present one of lack of financial support. Several possible sources of research funds were explored (federal; Ford Foundation); but nothing was worked out until 1960.

In 1959 the Governor of Wisconsin appointed an Eau Claire County Committee on Children and Youth. The task of this committee was to prepare a decade progress report to be made at the Golden Anniversary White House Conference on Children and Youth. This local committee was aware of the juvenile delinquency survey which had been done during 1954 and 1955 by the Eau Claire County Coordinating Council. The Youth Committee and the Coordinating Council consolidated their efforts for youth and supported the idea of a research project in Eau Claire County.

It was in May of 1959 that Mrs. Veda Stone, District VIII Community

Services Consultant of the Division for Children and Youth, State Department of Public Welfare, submitted the first proposal of a Child Welfare Project for Eau Claire County to the Division for Children and Youth. In her letter, Mrs. Stone pointed out that "in order to carry out a project such as this, key people must not only be interested but must actively support the project." Mrs. Stone had already presented the idea of such a project to several persons in the community and to the County Committee on Children and Youth. The response to the plans for a youth study was positive and enthusiastic. Representative reactions are included here to give some indication of the attitude of this small community in inaugurating an unprecedented research study of its youth.

> Honorable Connor Hansen, Juvenile Judge for Eau Claire County:
>
> "I would like to cooperate on this project and my records are open to you. If the project is approved, it would be necessary to clear who else would need to use them, etc. This study might be an instrument to help us get what we need. Even if it only strengthens what we already suspect it would be of help in getting services."
>
> Mr. Homer DeLong, Superintendent of Schools, City of Eau Claire:
>
> "You have my full cooperation in use of accumulative records of the city schools. I suggest you also make use of our stable school personnel by supplementing use of records with interviews with teachers and principals."
>
> Miss Jennie Webster, Superintendent of Schools, County of Eau Claire:
>
> "I am interested and will make all necessary records available, in addition to stimulating interest with teachers. I am concerned over the far, far too many rural youth involved in delinquencies."

Other civic leaders also expressed their encouragement for such a study. Local resources, including important professional personnel associated with the local college and community social agencies were also pointed out in Mrs. Stone's letter. The essentials for community research were present---need, interest, and staff.

The Division for Children and Youth reaffirmed its interest in a research project in a typical Wisconsin county or community. The Division expressed the view "that a locally inspired cooperative project involving both local and state personnel has a better chance of attaining its purpose than does a research project in which either the state or the local community tries to carry the ball alone."

Mrs. Stone and Dr. John R. Thurston, Project Director, shortly thereafter approached President Haas of the Wisconsin State College at Eau Claire concerning the college's co-sponsoring the Eau Claire County Research Project. The cooperation of the College seemed to be valuable to research for several reasons: (1) the research director was a member of its psychology faculty; (2) the college could lend prestige to the study; and (3) the results of the study might be of value to the college in terms of increased community interest and more effective instruction. President Haas indicated that the College was most willing to be a co-sponsor along with the State Department of Public Welfare and promised its full cooperation.

Locally, the thought provoking planning sessions continued to be held; and at Madison the Division for Children and Youth continued its search for funds to activate the study. Late in January, 1960, approval of the application for a grant was received from the Federal Children's Bureau, Department of Health, Education and Welfare. The State Department of Public Welfare delegated its local responsibility to Mrs. Stone as consultant.

The grant from the Federal Children's Bureau was for the purpose of preparing a written design of a research study relating to the prevention, control, and/or treatment of delinquency in Eau Claire County. On January 29, 1960, the project director, Dr. John R. Thurston; the design phase consultant, Mrs. Stone; and the design phase administrator, Mrs. Elvira Ager, set out to formulate this design. (The design phase, referred to as Project 60-8, officially began on February 1, 1960, and the design of the study was to be completed and submitted to the Department for Children and Youth by June 30, 1960.)

At this initial meeting in January, it was agreed that the community leaders who had been contacted earlier by Mrs. Stone needed to be brought up to date on the status of the developing research project. Further, it was felt that other leaders and officials in the county needed to be contacted to determine on a broader scope the extent of interest and cooperation which could be expected. The research group felt that such a meeting of interested citizens might result in the formation of an advisory committee, an indispensable aid in this type of research. It was felt that an advisory committee would be a vital link in the communicative process of interpreting the study to the community, reflecting community opinion, and serving as a sounding board for the ideas which could enhance the study and speed it along to successful completion. A meeting of community leaders and officials was set for February 5, 1960.

On this date, the project director, administrator, and consultant, met in Judge Hansen's chambers to present and discuss plans of Project 60-8. Present at the meeting were Honorable Connor Hansen, Juvenile Judge; Miss Jennie Webster, County Superintendent of Schools; Mr. Lester Wogahn, District Administrator, Division of Corrections; Mr. Harold MacLaughlin, Chief of Police, City of Eau Claire; Father John Rossiter, Principal of Regis High School; Mr. David Barnes, Principal of Memorial High School;

and Mr. James Riley, attorney. Mrs. Veda Stone gave a brief account of the activities which had led to the federal grant for this design phase. She pointed out she had been advised that if the design was considered to be of value there was a possibility of a further grant with which to inplement it. Those present were asked to contribute ideas they might have relative to meaningful research in the area of youth. All present agreed that they were interested in helping. They said that they would cooperate by furnishing their ideas and would be willing to continue meeting at later dates. This, in effect, was the first meeting of the Advisory Committee, five days after the official beginning of Project 60-8. Local interest was not only being sustained, but was actively growing. One of the significant contributions coming from this group was the suggestion that the research project be called a Youth Study, thereby reducing the apprehension of some that it might be concerned solely with delinquency. This was a most appropriate suggestion inasmuch as none of the youth were selected for study on the basis of their being adjudicated delinquents. In fact, the eventual design called for half the sample to be highly approved youngsters.

Meetings of the research group continued regularly throughout February, March, and April of 1960. They reviewed research material and also approached the County Juvenile Judge, the County Superintendent of Schools, the City Superintendent of Schools, the School Psychologist, the Principal of Regis High School, the District Administrator of the Division of Corrections, and the Clerk of County Court to ascertain the local resources of information. All of these people offered their fullest cooperation possible, both in making selected records available and in explaining the project to their staffs and to the public. In April, the

Project 60-8 staff also met with Vince P. Reis and the Minnesota Youth Program for discussion and the sharing of ideas. The final design for the Eau Claire County Youth Study was completed and submitted to the State Department of Public Welfare of Wisconsin according to achedule. The Department subsequently submitted it to the National Institute of Mental Health for consideration for a research grant.

The National Institute for Mental Health approved the design and granted financial support for a three year period. The Eau Claire County Youth Study officially got underway on May 1, 1961.

Following notification of the approval for the 3 year grant, a regular Advisory Committee for the Eau Claire County Youth Study was formed. In April, 1961, the first formal meeting of the Advisory Committee was held. Thirteen members of the Advisory Committee were from Eau Claire County; the other two members, Dr. James L. Lewis, Chief of Community Services, and Mr. John Mannering, Chief of Statistics, were from Madison and represented the Division for Children and Youth. The members were:

John A. Bacharach - Director, City-County Health Department
Homer E. DeLong - Superintendent of Eau Claire Public Schools
Mrs. Walter Gold - Community Leader
Gail D. Hansis - Director, Eau Claire County Welfare
Honorable Connor T. Hansen - Judge, Juvenile Court
Mrs. Harold Kaeding - Community Leader
Harold L. MacLaughlin - Eau Claire Chief of Police
James A. Riley - Attorney
Father John D. Rossiter - Principal, Regis High School
Reverend Roy B. Schmeichel - Pastor, St. John's Lutheran Church
Jennie L. Webster - County Superintendent of Schools (retired)
Douglas Weiford - City Manager, Eau Claire
Lester E. Wogahn - District Administrator, Division of Corrections
James L. Lewis, Ph.D. - Chief, Community Services, Division for Children and Youth
John W. Mannering - Chief, Division of Research and Statistics (deceased)

At this April meeting the Committee was briefed on the purposes and hypotheses of the study and was informed as to how the study would be conducted, i.e., the research tools, the interview procedures, etc.

Monthly reports of activities involving the Youth Study were sent to each member of the Advisory Committee. From time to time, formal meetings were held in order to keep them fully informed as to Youth Study developments. Also, at these meetings, Committee members were encouraged to offer criticism and suggestions. For example, The Director of the City-County Health Department wondered about the relationship between the children included in the project and their contacts with his department. He offered to make his records available to the project staff for whatever help they might provide. The health records proved to be an interesting, additional source of information which might eventually provide the basis for an exploration not included in the original design of the project.

Also, as the project progressed, many meetings were held with individual Advisory Committee members, especially those representing the schools, the court, and the police. All Committee members gave unselfishly of their time to help seek out and make available information contained in their records. In this regard, they were indeed more active participants than advisors in their committee functions.

In July, 1963, the Advisory Committee met with the staff and guests at a dinner in honor of Dr. William C. Kvaraceus, whose KD Proneness Scale was used in the study. This meeting was somewhat of a milestone for it was the time the committee and the staff could share the satisfaction of having successfully completed the first two years, the data-gathering phase. The evaluation of 384 students and their parents required by the design had been finished on schedule.

The activities of the project staff during the third year of the study were centered around analyzing the enormous fund of data and writing the final report. The findings derived were significant to a degree which warranted submitting another application to The Department of Health, Education, and Welfare which would allow for expansion of the study, thus continuing beyond the third year. Anticipating the possibility of extending the project beyond April 30, 1964, the Advisory Committee was enlarged to 24 members. The new members representing education and law enforcement were:

Lawrence Bennett - Dean of Boys, Central Junior High School
John Bowman - Dean of Boys, North High
Francis Coffman - Dean of Girls, Memorial High
Robert Gilbride - Psychologist, Board of Education
John Manz - Principal of Augusta High School
Mrs. Olga Martin - Elementary coordinator, Board of Education
Lloyd H. Thompson - Sheriff
Dr. Orry C. Walz - Wisconsin State College at Eau Claire
Wallace Westlund - Superintendent of Fall Creek Schools
Paul Kusuda - Research Associate, Bureau of Research and Statistics (replacing John Mannering)

This brief account of the activities of the Advisory Committee and all others concerned with the Eau Claire County Youth Project, from its earliest historical beginning to its completion, can only in small measure tell of the importance of their contributions. (All description is only partial description.) But there seems to be ample evidence that all who were involved with the study fully carried through their tasks. The Advisory Committee fulfilled its responsibilities commendably. Its members did well in interpreting the study to others in the county, they also reported to the project staff the attitudes of the community as well as their own ideas and suggestions. Special mention is in order for the school officials who did so much to acquaint the nominating teachers with the study and who also made certain of their records available on several different occasions. These educators include:

Mr. Wallace Westlund - Superintendent of Fall Creek Public Schools
Mr. Neal J. Fallrath - Superintendent of Augusta Common Schools
Mr. Norman Hoyme - Former Principal of Augusta High School
Mr. John Manz - Principal of Augusta High School
Mr. Einar Pedersen - Superintendent of Altoona Public Schools
Mr. M. V. Laverty - Superintendent of Fairchild Public Schools
Mr. Vernette Peterson - Principal of North Junior High School
Mr. Don J. Mathison - Principal of Central Junior High School
Miss Annabelle Erickson - Coordinator of Elementary Education, Eau Claire Public Schools
Mrs. Olga Martin - Coordinator of Elementary Education, Eau Claire Public Schools
Mrs. Anna Johnson Thorpe - Eau Claire County Superintendent of Schools

Special mention should also be made of the help of the Juvenile Court, the Eau Claire Police Department, and the Eau Claire City-County Health Department.

Services for youth - educational, social, recreational, et cetera - if they are to be effective, must be based on meaningful knowledge. It was this quest for knowledge which caused the dozens of people listed in this chapter to involve themselves in a study of the youth of Eau Claire County. The help of these citizens in the Eau Claire County Youth Study, is currently evident in the new knowledge which has been discovered and shared in this report. Ultimately, their help will be manifest in the improved programs for youth which can result from such new understandings.

Chapter 3

Design of The Eau Claire County Youth Study

Major Aspects of the Design

This segment of the report was written to provide the reader with a general account of the basic elements of the Eau Claire County Youth Study. Extended treatment and exploration of hypotheses, techniques and findings may be noted in subsequent chapters.

The final design of the Eau Claire County Youth Study resulted from two different lines of investigation and the interplay between them. As was specified previously, a considerable amount of local study was essential in order to determine the temper of the community, evaluate its potentialities, gauge its interest, and tap its unique resources. During the same time as the second part of this two-fold effort at establishing a research design, the research team carried out an extensive evaluation of the sociological, psychological and educational literature on behavior problems and juvenile delinquency. This comprehensive review turned both to studies of practical community approaches in identifying and treating troubled youth as well as to the more clearly theoretical research such as that involving aggression, hostility and other related psychological constructs. This inquiry has continued throughout the execution phase of the study. Researchers engaged in related studies were contacted frequently to obtain up-to-date material regarding their findings. Attendance and participation in regional and national meetings was undertaken both to learn from others as well as to share findings derived from the Eau Claire study.

In short, the final design represents an important compromise. Some areas could be investigated in Eau Claire; others could not. It is a research effort which is designed to explore important problems (Chapter 1) in a manner which takes into consideration the practical advantages unique to this community (Chapter 2). After considering many factors, a research design was evolved to explore the correlates of approved and disapproved classroom behavior of boys and girls in rural and urban areas at three different grade levels.

Several new psychological techniques (Situation Exercises, Sentence Completions) and assessment procedures were introduced for the special purposes of this research. The Eau Claire County Youth Study also includes a partial replication of the Flint Youth Study (1959). In part, the interview instruments in the Eau Claire Study were derived from those previously used at Flint, Michigan. Inasmuch as the Glueck Rating (1950) and the Kvaraceus' KD Delinquency Proneness Scale (1950) were also used, the Eau Claire results are related to other studies of misbehavior and juvenile delinquency using these approaches and techniques.

Independent and Dependent Variables evaluated in the study

Independent Variables

1. Primary

   Behavioral Status: Approved and Disapproved

2. Secondary

   a. Geographical: Urban and Rural

   b. Sex: Male and Female

   c. Educational level: Grades 3-6-9

Dependent Variables

1. Responses to child questionnaire
2. Responses to mother questionnaire
3. Responses to father questionnaire
4. Glueck Ratings and Interview Ratings
5. KD Proneness Scale scores
6. Situation Exercises scores
7. Sentence Completion Form scores

Subject Selection

General Features

The major interest in this study is the understanding of classroom behavior of students. A total of 384 boys and girls were selected at the end of the third and sixth grades and in mid year of the ninth grade for intensive study during the following school year and summer. The primary basis of selection was the "approved" or "disapproved" behavior status in the classroom. Equal representation from within urban areas and rural or farm areas outside the city were included. The selection and intensive study of subjects extended over a two year period, from May 1, 1961 to May 1, 1963, with exactly one half the sample being drawn and studied the first year and the second half being drawn and studied in the second year. The design for subject selection is set forth in Figure 3.1.

Figure 3.1

384 Boys and Girls Selected Over a Two Year Period on the Basis of Approved-Disapproved Classroom Behavior in Urban and Rural Settings at Three Grade Levels

First Year

	Urban Area				Rural Area			
Grade	Approved Behavior		Disapproved Behavior		Approved Behavior		Disapproved Behavior	
	M.	F.	M.	F.	M.	F.	M.	F.
3rd	8	8	8	8	8	8	8	8
6th	8	8	8	8	8	8	8	8
9th	8	8	8	8	8	8	8	8
	24	24	24	24	24	24	24	24

Total 192

Second Year

3rd	8	8	8	8	8	8	8	8
6th	8	8	8	8	8	8	8	8
9th	8	8	8	8	8	8	8	8
	24	24	24	24	24	24	24	24

Total 192

Totals	48	48	48	48	48	48	48	48

Grand total 384

Teacher Nominations

Each of the third, sixth, and ninth grade teachers in public and parochial schools throughout Eau Claire County, Wisconsin, was asked to nominate from his class the two boys and two girls who displayed the most approved behavior and the two boys and two girls who displayed the most disapproved behavior. The Behavior Rating Form and Behavior Problems Check List were especially developed to facilitate these nominations. The Behavior Problems Check List was derived in part from the list of characteristics developed by Kough and De Haan (1955) for identification of children with aggressive maladjustments. Additional items were written by the current authors to develop a list which then numbered 16 items. This preliminary scale was used in a trial administration in the classrooms of the Laboratory School of Wisconsin State College at Eau Claire. Interviews with the teachers subsequently revealed that several modifications in the list would be desirable. Thus, several items were re-worded, one deleted, and three added to produce the final list of 18 behaviors. The Behavior Problems Check List was incorporated into the Behavior Rating Form (Illustration 3.2).

Illustration 3.1 represents the instructions to the teachers of all third and sixth grades to be used with children who were in their classes on a day long basis. The procedure was modified slightly for ninth grade teachers to adapt to the platoon system of the classes. In the ninth grade nominations, an hour of the day was selected in which all students would be in classes. All ninth grade teachers were then asked to make their nominations from the class which they were teaching at that particular hour.

Illustration 3.1

Directions to the Teacher

Step 1. Open your grade book so that the names of all your pupils are before you.

Step 2. Read through the entire list and select the girl whose behavior in school is most approved or acceptable FROM YOUR POINT OF VIEW and place her name in the space after "1-AG" on the Behavior Rating Form.

Step 3. Next select the boy whose behavior in school is most acceptable. Again be sure to read through the entire list of names. Place this boy's name in the space after "1-AB".

Step 4. Now select the girl whose behavior is second most approved, acceptable, and the boy whose behavior is second most approved and place their names at "2-AG" and "2-AB".

Step 5. Now select the boy whose behavior in school is most disapproved, unacceptable, FROM YOUR POINT OF VIEW, and place his name at the bottom of the page after "1-DB".

Step 6. Next select the girl whose behavior is most disapproved or unacceptable, and place her name on the second line from the bottom of the page at "1-DG".

Step 7. Next select the boy and girl whose behavior is second most disapproved, unacceptable, and place their names at "2-DB" and "2-DG".

Step 8. For the first child on the list, "1-AG", whose behavior is most acceptable, circle in the column "Negative Characteristics" the numbers corresponding to the characteristics which you have observed consistently or frequently in this child. In the middle of the "Rating Sheet" you will find the key to the characteristics (Behavior Problems Check List).

Step 9. Continue Step 8 for all the children on the rating sheet. You may find that none of the negative characteristics will be found in the behavior of one or more of the first four children who comprise the approved, acceptable, behavior group.

Illustration 3.2

EAU CLAIRE COUNTY YOUTH STUDY
BEHAVIOR RATING FORM

BE SURE TO FOLLOW THE DIRECTIONS	Name	Negative Characteristics
1-AG Name of Girl Whose Behavior is Most Approved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
1-AB Name of Boy Whose Behavior is Most Approved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
2-AG Name of Girl Whose Behavior is 2nd Most Approved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
2-AB Name of Boy Whose Behavior is 2nd Most Approved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

LIST OF NEGATIVE CHARACTERISTICS (BEHAVIOR PROBLEMS CHECK LIST)

DIRECTIONS: As suggested in steps 8 and 9, circle the numbers after each name for the characteristics which are found consistently or frequently in the behavior of each of the eight students.

1. quarrelsome
2. sullen
3. rude
4. defiant
5. resentful
6. steals
7. lies
8. destructive
9. disrupts class
10. is a bully
11. has temper tantrums
12. overly dominant
13. talks back
14. cruel
15. tardy or absent without excuse
16. profanity or obscenity
17. fights with other pupils
18. deceptive

2-DG Name of Girl Whose Behavior is 2nd Most Disapproved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
2-DB Name of Boy Whose Behavior is 2nd Most Disapproved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
1-DG Name of Girl Whose Behavior is Most Disapproved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
1-DB Name of Boy Whose Behavior is Most Disapproved	______________________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Additional Information Regarding Subject Nomination and Selection

Nominations were secured from 259 teachers in public and parochial schools in Eau Claire County, Wisconsin. There were 85 third grade teachers, 90 sixth grade teachers, and 84 ninth grade teachers who completed nominations from 59 public schools and from 4 parochial schools.

As the evaluation of the primary independent variable, behavioral status, rested upon these teacher nominations, their reliability was a matter of concern. Both inter-teacher reliability checks over a year period and intra-teacher checks over a two week period confirmed the assumption that these behavioral status judgments are reliable.

The 192 disapproved youngsters were drawn randomly from a pool of 568 nominations but within the limitations of grade level, sex, and urban-rural residence and with an additional requirement that there be at least two items checked on the Behavior Problems Check List. The 192 approved children were drawn randomly from a pool of 982 nominations but within the same limitations for grade, sex, and home location. In very rare cases some of these children received one or two checks on the Behavior Problems Check List.

The rural residence classification was made on the basis of rural-urban definitions: Individuals residing in cities or villages of 2500 inhabitants are considered to live in urban territory; the remaining population is considered rural. The city of Eau Claire, population 40,000, is thus defined as urban. The rest of the county is considered rural as there is no other town exceeding 2500 population in Eau Claire County. The county was zoned from the center (City Hall) of Eau Claire into five mile zones. This made six zones (Zones 1-6) and a very small segment of a seventh, with its outer limit 35 miles from the city.

Every effort was made to select rural nominations from zone three outward. However, in very few instances, it was necessary to select some rural subjects from those zones closest to, yet outside the city of Eau Claire, zones one and two.

Interviewing and Testing

Initial Contacts

A trained interviewer-examiner was assigned to conduct the complete interviewing and testing of a selected child and his family. The interviewer was never informed as to the approved or disapproved status of the selected child. A letter was sent by the Project Director to the parents requesting their cooperation. The interviewer then contacted the family and arranged a time and date for the interviewing and testing. (The qualifications, training and specific research activities of the interviewers are detailed in Chapter 4.)

Factors Involved in Family Participation

From the 1550 teacher nominations, it was necessary to contact 498 families in order to obtain the figure of 384 students as required by the study. The additional 114 contacts were required because of either outright refusal to cooperate (50) or for a series of miscellaneous reasons (64), such as the moving of the family, the child being killed in an accident, lack of available time, family illness, or only one of the parents being interested in participating.

A total of 12 families of approved children and 38 families of disapproved children refused to cooperate. This constitutes a refusal rate of 5.6 percent and 16.5 percent in these respective categories.

A number of families of children selected for this study were not intact. Death of a parent, divorce, desertion or separation, were found in 31 of the homes. In cases where the family disruption was due to divorce, desertion, or separation an effort was made to contact the parent who was not living with the child to carry out the interview and data-gathering procedure.

Extended Family Contacts

The interviewer met with the father, mother, and child individually to secure responses to structured interview instruments. The complete contact with one child and his family took from six to eight hours. On the basis of his evaluation of the family, the interviewer rated the family according to the Glueck factors and other scales. The interviewer also administered the KD Proneness Scale, the Sentence Completion Form, and the Situation Exercises to each child. (Chapters 5-9 are devoted to a detailed description of these instruments together with the findings and implications.)

In brief, the interview instruments were designed to secure information about child-rearing practices, methods of discipline, family interactions, church and social activities, methods of supervision, the nature of the child's social and leisure-time activities, the major goals of the child and his parents, and a number of background factors such as the parents' education and marital history.

The subjective nature of the interviewers' evaluation necessitated the introduction of reliability analyses of measurement procedures. The results in Chapter 4 suggest that highly satisfactory levels of reliability of measurement were achieved. This is believed to be attributable, at least in part, to the thorough training, the high caliber of the interviewers, the continuing, close supervision of their work, and the precision of the scales and instruments developed for the study.

Treatment of Results

Frequency Distributions

In order to facilitate the comprehension of the data of this study, frequency distributions were prepared for the various scores. The frequency distributions were generally established for the following dichotomous groups:

1. Approved boys versus disapproved boys
2. Approved girls versus disapproved girls
3. All males versus all females
4. All approved versus all disapproveds
5. All urban versus all rural

Such distributions were prepared for each of the three grade levels separately and combined.

The scores treated in this way included all of those employed in the analyses of variance or the correlation matrixes. Where data were available from other studies in the form of frequency distributions, the tables in this study were sometimes created with identical categories to facilitate comparisons.

General Statistical Analyses

Analysis of variance, chi-square, and correlation were the statistical techniques employed to facilitate the analysis and evaluation of the data. For a rejection of a null hypothesis, a finding significant at the .05 level of confidence was required. In some circumstances, differences attaining significance at the .10 level are noted as suggestive of tendencies or trends which might merit some attention or additional investigation.

Representative Null Hypotheses

It is believed that it would be helpful to the reader to be able to examine hypotheses representative of some of the more important propositions put to a test in this research. In each case, the statement is in the form of a null hypothesis and in terms of the principal independent variable, behavioral status. Similar hypotheses were developed and evaluated for the secondary independent variables: rural-urban status, grade, and sex.

Familial. Glueck Factors

There will be no difference between approved and disapproved groups on the Glueck Predictive Factor of:

1) Discipline by Father
2) Supervision by Mother
3) Affection of the Father
4) Affection of the Mother
5) Cohesiveness of the family

There will be no difference between these groups compared in terms of:

6) The overall Glueck Predictive Scores derived from varying combinations of the five aforementioned factors.

Familial. General

There will be no difference between the approved and disapproved groups in terms of:

7) The father's earnings, level of employment, and level of education
8) Education level of the mother
9) Whether the mothers are engaged currently in either part or full time work or in the level of employment
10) The type of community in which they were brought up

11) The age of mothers and fathers at time of marriage
12) The length of time the parents have lived in Eau Claire County and in their current dwelling
13) The attitude of the parents toward neighborhood and community of Eau Claire
14) The mothers' and fathers' conception of the presence of favorable influences for the child as contrasted with the unfavorable influences, the degree of personal influence they feel they have on the behavior of the child.
15) The attitude of the parents regarding the law enforcement and social welfare agencies in Eau Claire County
16) The mothers' and fathers' emphasis on the unpleasant aspects of having children to raise and dissatisfaction regarding the child
17) What the parents are trying to do for their child
18) The parents' feeling of adequacy as a model for the child
19) The amount of time spent at home with the child because of the nature of the parental work schedules or leisure time activities
20) The child's living up to the standard as set by the parents
21) The parents' report of trouble in dealing with a child who has done some disapproved act
22) The parents' report of instances of disobedience encountered with their children and the manner in which they cope with such disobedience.
23) The parents' attitudes toward the breaking of societal rules
24) The past marital history of parents
25) The parents' early method of discipline
26) The number of children and the birth order of the child (sibling position)
27) The mother-father relationship in terms of domination by the mother or father
28) The extent to which mothers and fathers discuss the raising of the child

Psychological - Interview and Questionnaire

There will be no difference between the two approved and disapproved groups in terms of:

1) The child's behavior during the interview situation
2) The extent to which the children report being engaged in activities involving the mother and the father
3) The presence of negative and positive relationships with "grown-ups"
4) The tendency of the child to model his or her behavior after that of the parent of his or her sex
5) The extent to which the children will report that their parents live up to the level of conduct they expect of their children
6) The extent to which the children report reasonable resolutions of situations resulting in anger with their parents

7) The extent to which the children report reasonable resolutions of situations resulting in anger with their teacher
8) The extent to which the children report reasonable resolutions of situations resulting in anger with a friend
9) The stability and closeness of the relationship of the children to the parents
10) The characteristics which the child says his parents admire in him
11) The characteristics which the child says his parents dislike in him
12) The nature and frequency of punishment of the child by his parents
13) The incidence of worrying reported by the children
14) The values held by the children
15) The incidence of reported shortcomings
16) The extent of plans for the future

Psychological Tests

There will be no difference between the approved and disapproved groups compared in terms of the Situation Exercises, Sentence Completion Form, "proneness" toward delinquency as measured by the KD Proneness Scale.

Special Statistical Techniques and Evaluations

Prediction Analyses

A number of efforts were made to determine the power of variables employed in this study to predict behavioral classifications of second year Ss from first year data. Specifically, this prediction format to assess validity of variables was employed with the Sentence Completion Form adjustment scores, the Glueck three-factor empirical predictor, the Interviewer Rating-IQ-Occupation predictor, the KD Empirical predictor, and the Gross Empirical predictor, which was a combination of the second and third of the above four.

This effort was facilitated by the subject selection procedure. In the first year of the study eight Ss were drawn for each of the 24 cells comprising the complete four-factor design: urban-rural, sex, approved-disapproved, and three grade levels. For the full two years of the study it was planned (and completed) to draw 16 Ss for each cell. Thus, data on first year Ss was analyzed for a number of variables as listed above. The prediction test then consisted of using data on second year Ss to predict particularly the behavioral status.

Interpretation of Results

After the statistical analysis of the results was completed, the findings were subjected to evaluation and interpretation. Primary consideration was given to the affirmation or negation of hypotheses formulated in the original design. Substantial consideration was extended, however, to an evaluation of the ideas and techniques which were generated in the course of the research. Attempts were made to assess the significance of all findings in both practical and theoretical terms. Every effort was extended to relate these findings to the body of sociological and psychological knowledge as a whole. During this investigation, several new areas of great potential significance were identified. Efforts will be made to describe these in detail and specify the manner in which they could be studied most thoroughly and effectively.

References

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Chapter 4

Orientation and Supervision of Interviewers

From the very outset of this research, it was believed that trained professionals were needed to articulate the purpose of the Youth Study to the parents. What is essentially an invasion of the privacy of a home requires a skilled and informed person who could explain, tolerate and overcome resistances, if any, and in the end derive maximum meaningful information.

The interviewers were responsible for acquiring the basic research data from the youths and their parents. The Youth Study staff realized that the worth of the data obtained was dependent upon the skills, sensibilities, and conscientious efforts of the interviewers. It was with this in mind that the staff attempted to foster the attitude that the interviewer was an active participating member of the research team. Each interviewer was encouraged to become identified with the Youth Study, to experience real personal and professional involvement in it. At the initial orientation meeting with the prospective interviewers on July 20, 1961, the Project Director set the tone for what was to be the role of the interviewer:

> "For those of you who do work with us - let us emphasize the with - you will be paid - and this is not an unimportant consideration - at a rate in keeping with your professional standards. It goes without saying that we expect a professional job in keeping with this rate. In addition, however, and perhaps more importantly, we would like you to become an active member of the project team. To use a psychological term, we would hope that you could "identify" with this project. In talking about this involvement, I would hope that you would help with our problems as we hope to help you with yours. We would like to have your ideas as this project develops. We have no final words, no monopoly on insights. We are learning, from you, with you. This venture can be viewed

> as an opportunity for further enhancing your professional growth. This is the way we view your participation. And finally, we hope that you would experience the sense of satisfaction that comes from working with a team in accomplishing something important, the acquisition of knowledge that will allow all to do a better job in helping youth live up to their individual potentials."

Selection of Interviewers

The nature of the data gathered about each family was such that the project staff deemed it important to have interviewer people who had training and experience related to working with young people, although he must demonstrate his versatility in dealing with adults as well.

As part of his duties, he would be required to elicit responses to extensive questionnaires from the child and his parents. He would administer three psychological tests to each youth; and he would make complex judgmental ratings on the basis of the formal data and his interview observations. In addition, as the person who would make the crucial personal contact with a family, the interviewer had to have substantial public relations skills. He often had to offer convincing reasons as to why the family should want to participate. This would be accomplished through a detailed explanation and discussion of the Youth Study and its purposes. Support from families in terms of their cooperation had to be forthcoming or the study could not continue. In order to maximize the likelihood of obtaining cooperation and valid results, it was considered necessary to make these interviews interesting and pleasurable.

Shortly before the study began, the District Community Services Consultant, Mrs. Veda Stone, sent out preliminary information regarding the Youth Study to all of the social agencies in the county. Social work agencies constituted the first contact and main source for the interviewers who participated in the study. The Youth Study was fortunate in having a sufficient number of experienced professionals available in Eau Claire County. Mrs. Stone invited staff members who might be interested in interviewing to come to a preliminary meeting on the campus of Wisconsin State College at Eau Claire. Thirty-five social workers attended this session. This first meeting was designed to fulfill two purposes. 1) to acquaint all interested social workers with the design and objectives of the Eau Claire Youth Study, and 2) to enlist the aid of those social workers who wished to become active participants in the project.

For those who indicated a desire to work with the Youth Study, there were four orientation meetings. These constituted prerequisites to actual employment and the data-gathering. Subsequent meetings were held with them from time to time to present progress reports, to share common interview experiences, to air problems, and to provide an opportunity for questions.

Each person who wished to be considered for employment as an interviewer was required to complete an application blank. These blanks were used to ascertain whether professional background and experience of each interviewer applicant qualified him for assignment. Throughout the course of the study, a total of forty persons filed application blanks. Of these, twenty-four worked as interviewers, either all or part of the two years of the data-gathering phase of the study.

The professional backgrounds of the twenty-four interviewers are as follows:

19 social workers - 8 M.S.W.; 8 B.S.. Three did not note degrees. Each however, holds a responsible supervisory position and lists many years of experience.

3 psychologists - 1 Ph.D.; 2 M.A.

2 teachers - B.S. in Child Growth and Development

There were 12 male and 12 female interviewers.

Thirteen of those twenty-four interviewers worked both years. The first year of the study, eighteen interviewers were employed, five of these did not continue the second year; for the second year, six new interviewers were hired, making a total of nineteen who worked the second year. Included among the reasons for discontinuation were the pressure of regular employment, acceptance of employment outside of Eau Claire County, or return to school for further education.

Orientation Meetings

The content and agenda of each of the interviewer orientation sessions were planned carefully. Even though all interviewers were experienced, special training was emphasized to enable them to handle the unique demands of this particular project. The meetings were planned to: (1) present an overview of the study, its purposes and general methodology; (2) familiarize the interviewers with the data-gathering instruments: questionnaires (Appendix 4A), tables (Appendix 4B), tests and rating scales, and (3) explain the rationale from which the interviewer ratings and judgments would be made.

The interviewer, in gathering the data from each family, would have to be competent in using seven different instruments or evaluation procedures: (1) mother, father, child questionnaires which provide the pertinent questions asked in the interview with each; (2) tables for classifying these responses; (3) the KD Delinquency Proneness Scale;

(4) The Situation Exercises; (5) The Sentence Completion Form; (6) The Interviewer Ratings of family relationships; and (7) The Glueck Predictive Social Factors for Delinquency.

A variety of teaching methods, lectures, large and small group discussions, practice exercises and case study techniques, were used at one time or another to accomplish the purposes of the meetings. These schedule demands of the project made it mandatory to train the interviewer thoroughly as rapidly as possible, and turn them to the actual interviewing task.

The beginning orientation session included an historical background of community efforts that lead to the desire for such a study and the general scope of the study. The interviewer's responsibility demands for time and in terms of the assessments to be carried out, the time involved and the remuneration offered were also specified.

The second session was devoted to detailed briefings on the instruments with the greater time devoted to the questionnaire, the tables, and the interview. With the experience of the interviewers, it was felt that a concentrated two-hour session would be sufficient to familiarize them with these instruments and their usage. Detailed written instructions pertaining to the use and administration of the various instruments were also distributed and discussed.

In addition, at the second meeting each interviewer was assigned the task of completing an actual trial study with a family of their own choosing. This trial exercise was included in the orientation program to provide a concrete experience that would make further considerations and discussions more meaningful. In addition, it served to uncover problems, questions, and particular areas of difficulties from the interviewer's point of view.

The examination of results from trial studies by the Interviewer Supervisor was helpful to her in planning for later sessions.

In the third session, the interviewers were divided into five smaller discussion groups each of which was led by a project staff member. An attempt was made to have each of these groups homogeneous in terms of training and length of experience to facilitate expression and inquiry concerning problems and reactions involved in the trial study. These meetings were found to constitute a particularly effective learning experience for the interviewers as well as the project staff. Later in this third meeting, the Project Director met with the entire group and gave detailed, technical presentation of the study design, its relationship to other contemporary research, and stressed the importance of gathering reliable data.

At the fourth orientation session, questions and suggestions gathered from the small-group meetings were presented and discussed with the entire group. In addition, the general structure of the questionnaires and those items presenting most difficulty on the trials were reviewed thoroughly. The troublesome problem of correct categorization of data in the tables was clarified as much as possible. Between orientation sessions, the Interviewer Supervisor met individually with each interviewer and discussed his trial study in detail with him. Discussion and clarification of any problems were undertaken at this time.

As the study developed, it was deemed advisable to hold an additional supplementary session to resolve minor discrepancies between data as recorded on the questionnaire and as rated on the tables. To facilitate the conduct of this meeting, an exercise was prepared in which an actual completed questionnaire was copied verbatim but for which the table ratings had not been made. This questionnaire and table were distributed to the interviewers prior to the supplementary session with directions to study the data and make all appropriate table ratings. Then, it was possible to compare the ratings obtained and discuss the differences. On the basis of these discussions, it was decided that ancillary questions would be added to the questionnaires as more specific guides which would increase the reliability of the interviewers in making the classifications and ratings called for in the design.

When new interviewers joined the study later, special orientation sessions were held. The staff made every effort to provide training which was equivalent to that given to the initial group of interviewers. Those interviewers who joined the study later were given the background and general introduction to the study, and were required to study a unit which was complete except for the tables and ratings. Then each had to classify the data on the tables and make the ratings. Each was required to complete a trial case, followed by the individual meeting with the Supervisor. Each interviewer followed this orientation procedure before he began any actual interview contacts.

Assignments of Family Units

At the conclusion of the orientation, each interviewer was given a letter of identification signed by the Project Director. The interviewer carried this credential with him whenever he contacted a family in the study.

When the interviewer was ready to begin his work, he reported to the Project Administrator for an assignment. The interviewer was asked to select one of several assignment cards on which the child's name, grade, school, names of parents and address were recorded. At no time during the interviewing was the interviewer informed about the approved or disapproved designation of the child. The reason for allowing interviewers to select their assignments was to avoid having them go to a family which might be known to them personally or professionally. In instances where prominent people were involved, interviewers who knew the family by reputation only were used.

Letters to the parents requesting permission for an interview were prepared in advance. When an assignment was made to an interviewer, the letter was dated and mailed. The interviewer was instructed to wait three days before contacting the parents. This usually allowed ample time for the letter to arrive and allow the parents to know that an interviewer would call on them.

Completed studies were returned to the project administrator who routed them to the Interviewer Supervisor. The Supervisor reviewed the study in detail. If it were found to be incomplete in any way, she arranged a conference with the interviewer. This was customary during the early days of the project as part of the extended orientation of the interviewers. On the basis of these conferences, it was possible to insure that the work of all interviewers measured up to the standards required by the study. As the study progressed, the need for conferences of this sort diminished markedly.

Family Contacts

The interviewers made a total of 498 contacts with families in order to complete the 384 cases which were required by the research design.

Of the 114 families for whom replacements had to be made, 50 were absolute refusals by the parents. This refusal rate of approximately 10 percent was, indeed, lower than had been anticipated by the project staff.

The staff feels that this low refusal rate reflects in part the competence of the interviewers in securing the cooperation of the families in the study. In 5 cases, replacements were made because another sibling in the family had already been interviewed. Only one child in each family was included in the study. The remaining 59 families did not participate in the study for various reasons -- one parent was unwilling (generally the father), moved from the county, or illness affecting some member of the family.

During the orientation period, interviewers were instructed to make every effort to properly interpret the purpose of the study and to encourage the participation of parents and child nominated. Specifically, they were told not to accept a refusal by telephone. Rather they were to make appointments by telephone and then in a home visit discuss participation in the study.

In instances when the assigned family did not wish to or could not participate, interviewers were instructed to return the packet and assignment card to the project administrator. They were also asked to indicate on the back of the assignment card the reasons for the family not participating. A new assignment to the interviewer was then made and a notation of the replacement was made in the interviewers assignment book.

Reliability of Interviewer Ratings

Early in the planning of the youth study, the project staff provided for the means, both methodological and financial, through which the reliability of the data obtained by the interviewers would be judged. The reliability of these data would be shown as the percentage of agreement between the ratings made by pairs of interviewers of the same interview material.

Of the 384 interviews completed for the study, 48 were used in assessing the reliability of interviewer ratings. Two completed interviews were selected from each cell (the 8 interviews for each classification based on behavioral status, grade, sex, and urban-rural location). A completed interview included the father, mother, and child questionnaires and tables, the Sentence Completion responses, the Situation Exercise responses, the KD Proneness responses, the Interviewer Ratings, and the Glueck Factor ratings.

In preparing an interview for assignment to the second interviewer, the tables and ratings which had been made by the original interviewer were removed. The second interviewer was given only the completed questionnaires and forms (Sentence Completion, Situation Exercise, and KD Proneness Scale), unaltered except for the removal of the identifying name. From the information which these showed, and from this source alone, the second interviewer completed the blank tables (child and parents), the Interviewer Rating forms, and the Glueck Factor forms. The second interviewer was not required to do the narrative summaries on the last pages of the Glueck Factors.

The interviewer who made the second ratings of the interview information was requested to complete the tables and forms and return them within two days from the time they were received. The interviewer was instructed to confer with no one else as he made the ratings.

Tables 4.1, 4.2, 4.3, and 4.4 show the percentage of agreement between the ratings made by each pair of interviewers (original interviewer and second interviewer) on the interview tables, Glueck Factors, and Interview Ratings for each interview included in studying the reliability. In each cell of the tables, the denominator shows the total number of responses made by the original interviewer in that rating form or table. The numerator shows the total number of responses made by the second interviewer which were in agreement with those made by the original interviewer.

The percentage of agreement was computed by the following formula:

$$\frac{\text{Total number of responses made by the second interviewer which were in agreement with those made by the original interviewer}}{\text{Total number of responses made by the original interviewer}}$$

For example, in Table 4.1 with the first interview from cell A3UM (approved, third-grade, urban, male) the original interviewer made 58 responses to the child table (shown as the denominator). The second interviewer made 46 responses which were in agreement with those of the original interviewer (shown as the numerator). The percentage of agreement between the ratings of this pair of interviewers on the child table is 79 percent.

As a second example, using this same interview, the percentage of agreement between the ratings made by this same pair of interviewers on the Glueck Factors is 5/5 or 100 percent.

With the Glueck Factors and the Interview Ratings, the denominator is always 5, the number of ratings that an interviewer was required to make. The number of responses to the father, mother, and child tables could vary from interview to interview.

Table 4.4 shows the percentages of agreement between the total responses made by the original interviewers and the total of the responses made by the second interviewers which were in agreement for each of grades three, six, and nine, and for the three grades combined.

The percentages of agreement between interviewers' ratings as shown in Tables 4.1, 4.2, 4.3, and 4.4 are generally of magnitudes which indicate satisfactory performance on the part of the interviewers.

Considering the Glueck Factors, in grades six and nine, none of the percentages of agreement fall below 60 percent. Eleven of the cases are in complete agreement; nine are in 80 percent agreement. Only in grade three do any of the percentages of agreement fall below 60 percent, and then only in 4 instances. The percentage of agreement between the total responses for the original interviewers and the total responses of the second interviewers which were in agreement is 58 percent for grade three; 78 percent for grade six; 81 percent for grade nine; and 72 percent for all three grades combined. As these data indicate, fewer instances of high level of agreement are present in the ratings for grade three than for the other two grades.

In the Interviewer Ratings, twenty-one of the percentages of agreement are at or above the 80 percent level; fifteen fall below the 60 percent level. The percentages of agreement between the total responses for the initial interviewer and the second interviewers are 61 percent, 68 percent, and 61 percent for grades three, six, and nine respectively. The level of agreement for the three grades combined is 63 percent.

The percentages of agreement between the ratings made of tables (child, father, mother, and composite) are at a consistently high level. In only five instances does the level of agreement fall below 70 percent, the lowest percentage of agreement being 64 percent. Twenty-nine cases are at or above the 90 percent level of agreement; 112 are in agreement at the 80-89 percent level. The percentages of agreement between the total responses for the original interviewers and those for the second interviewers for each grade and for all three grades combined range between 81 and 86 percent.

Output of Interviewers

The largest number of interviews completed by one interviewer was 64. Two interviewers completed only one interview each. Of the 24 interviewers, 2 completed more than 50; 12 of the interviewers completed less than 10.

As was stated earlier in this chapter, not all families who were selected chose to participate. This necessitated replacements for these refusals. The percentage of replacement, calculated on the basis of the number of units completed, ranged for the 24 interviewers from 10 percent to 75 percent.

Table 4.1

Reliability as Shown by Percentage of Agreement Between Ratings Made by Pairs of Interviewers on Interview Tables, Glueck Factors, and Interview Ratings as Applied to Third Grade Children and Families

Group	Inter-viewers*	Glueck Factors		Interviewer Ratings		Child Tables		Father Tables		Mother Tables		Composite Tables	
A3UM	A-B	$\frac{5}{5}$	100%	$\frac{4}{5}$	80%	$\frac{46}{58}$	79%	$\frac{33}{43}$	76%	$\frac{31}{42}$	73%	$\frac{110}{143}$	76%
A3UM	C-D	$\frac{3}{5}$	60%	$\frac{1}{5}$	20%	$\frac{46}{52}$	88%	$\frac{38}{42}$	90%	$\frac{39}{49}$	86%	$\frac{123}{143}$	86%
A3UF	E-D	$\frac{5}{5}$	100%	$\frac{5}{5}$	100%	$\frac{49}{56}$	88%	$\frac{36}{41}$	87%	$\frac{36}{42}$	85%	$\frac{121}{139}$	87%
A3UF	F-G	$\frac{3}{5}$	60%	$\frac{4}{5}$	80%	$\frac{43}{53}$	81%	$\frac{31}{44}$	70%	$\frac{29}{45}$	64%	$\frac{103}{142}$	72%
D3UM	H-E	$\frac{3}{5}$	60%	$\frac{2}{5}$	40%	$\frac{49}{53}$	92%	$\frac{43}{50}$	86%	$\frac{40}{45}$	88%	$\frac{132}{148}$	89%
D3UM	G-I	$\frac{3}{5}$	60%	$\frac{2}{5}$	40%	$\frac{38}{48}$	79%	$\frac{35}{42}$	83%	$\frac{30}{37}$	81%	$\frac{103}{127}$	81%
D3UF	F-J	$\frac{4}{5}$	80%	$\frac{4}{5}$	80%	$\frac{42}{49}$	85%	$\frac{32}{41}$	78%	$\frac{27}{36}$	75%	$\frac{101}{126}$	80%
D3UF	D-K	$\frac{1}{5}$	20%	$\frac{3}{5}$	60%	$\frac{41}{47}$	87%	$\frac{38}{43}$	88%	$\frac{36}{41}$	87%	$\frac{115}{131}$	87%

* First letter - Rating Interviewer; Second letter - Original Interviewer.

Table 4.1, Continued

Group	Interviewers	Glueck Factors		Interviewer Ratings		Child Tables		Father Tables		Mother Tables		Composite Tables	
A3RM	L-M	$\frac{1}{5}$	20%	$\frac{3}{5}$	60%	$\frac{42}{49}$	85%	$\frac{40}{46}$	86%	$\frac{35}{42}$	83%	$\frac{117}{137}$	85%
A3RM	N-C	$\frac{5}{5}$	100%	$\frac{1}{5}$	20%	$\frac{39}{53}$	73%	$\frac{32}{45}$	71%	$\frac{39}{43}$	90%	$\frac{110}{141}$	78%
A3RF	I-F	$\frac{3}{5}$	60%	$\frac{4}{5}$	80%	$\frac{40}{48}$	83%	$\frac{36}{43}$	83%	$\frac{31}{40}$	77%	$\frac{107}{131}$	81%
A3RF	M-K	$\frac{2}{5}$	40%	$\frac{4}{5}$	80%	$\frac{47}{57}$	82%	$\frac{39}{47}$	82%	$\frac{40}{41}$	97%	$\frac{126}{145}$	86%
D3RM	K-M	$\frac{3}{5}$	60%	$\frac{4}{5}$	80%	$\frac{43}{48}$	89%	$\frac{36}{41}$	87%	$\frac{34}{41}$	82%	$\frac{113}{130}$	86%
D3RM	O-K	$\frac{3}{5}$	60%	$\frac{3}{5}$	60%	$\frac{48}{53}$	90%	$\frac{38}{42}$	90%	$\frac{37}{39}$	94%	$\frac{123}{134}$	91%
D3RF	H-G	$\frac{3}{5}$	60%	$\frac{2}{5}$	40%	$\frac{44}{48}$	92%	$\frac{35}{46}$	82%	$\frac{34}{40}$	85%	$\frac{113}{134}$	84%
D3RF	B-G	$\frac{0}{5}$	0%	$\frac{3}{5}$	60%	$\frac{44}{52}$	84%	$\frac{35}{43}$	81%	$\frac{30}{40}$	75%	$\frac{109}{135}$	81%

Table 4.2

Reliability as Shown by Percentage of Agreement Between Ratings Made by Pairs of Interviewers on Interview Tables, Glueck Factors, and Interview Ratings as Applied to Sixth Grade Children and Families

Group	Inter-viewers	Glueck Factors		Interviewer Ratings		Child Tables		Father Tables		Mother Tables		Composite Tables	
A6UM	I-N	$\frac{4}{5}$	80%	$\frac{4}{5}$	80%	$\frac{40}{49}$	81%	$\frac{34}{41}$	82%	$\frac{32}{42}$	76%	$\frac{106}{132}$	80%
A6UM	M-K	$\frac{5}{5}$	100%	$\frac{5}{5}$	100%	$\frac{52}{56}$	92%	$\frac{33}{41}$	80%	$\frac{32}{40}$	80%	$\frac{117}{137}$	85%
A6UF	J-E	$\frac{3}{5}$	60%	$\frac{4}{5}$	80%	$\frac{43}{57}$	75%	$\frac{38}{43}$	88%	$\frac{35}{41}$	85%	$\frac{116}{141}$	82%
A6UF	G-P	$\frac{5}{5}$	100%	$\frac{4}{5}$	80%	$\frac{43}{53}$	81%	$\frac{40}{43}$	93%	$\frac{34}{38}$	89%	$\frac{117}{134}$	87%
D6UM	B-N	$\frac{4}{5}$	80%	$\frac{2}{5}$	40%	$\frac{38}{47}$	80%	$\frac{32}{42}$	76%	$\frac{33}{40}$	82%	$\frac{103}{129}$	79%
D6UM	J-Q	$\frac{3}{5}$	60%	$\frac{2}{5}$	40%	$\frac{40}{49}$	81%	$\frac{31}{43}$	72%	$\frac{33}{39}$	84%	$\frac{104}{131}$	79%
D6UF	A-N	$\frac{5}{5}$	100%	$\frac{5}{5}$	100%	$\frac{47}{53}$	88%	$\frac{35}{42}$	83%	$\frac{31}{40}$	77%	$\frac{113}{135}$	83%
D6UF	C-D	$\frac{3}{5}$	60%	$\frac{2}{5}$	40%	$\frac{50}{56}$	89%	$\frac{41}{49}$	83%	$\frac{41}{43}$	95%	$\frac{132}{148}$	89%

Table 4.2, Continued

Group	Inter-viewers	Glueck Factors		Interviewer Ratings		Child Tables		Father Tables		Mother Tables		Composite Tables	
A6RM	G-F	$\frac{4}{5}$	80%	$\frac{3}{5}$	60%	$\frac{47}{53}$	88%	$\frac{34}{38}$	89%	$\frac{30}{39}$	76%	$\frac{111}{130}$	85%
A6RM	D-M	$\frac{3}{5}$	60%	$\frac{3}{5}$	60%	$\frac{41}{50}$	82%	Fatherless home		$\frac{30}{38}$	78%	$\frac{71}{88}$	80%
A6RF	O-F	$\frac{3}{5}$	60%	$\frac{4}{5}$	80%	$\frac{46}{51}$	90%	$\frac{32}{37}$	86%	$\frac{32}{40}$	80%	$\frac{110}{128}$	85%
A6RF	K-E	$\frac{5}{5}$	100%	$\frac{5}{5}$	100%	$\frac{51}{55}$	92%	$\frac{43}{47}$	91%	$\frac{37}{45}$	82%	$\frac{131}{147}$	89%
D6RM	E-K	$\frac{3}{5}$	60%	$\frac{3}{5}$	60%	$\frac{44}{51}$	86%	$\frac{30}{41}$	73%	$\frac{34}{41}$	82%	$\frac{108}{133}$	81%
D6RM	G-K	$\frac{3}{5}$	60%	$\frac{3}{5}$	60%	$\frac{18}{23}$	78%	$\frac{30}{46}$	65%	$\frac{32}{40}$	80%	$\frac{80}{109}$	73%
D6RF	L-D	$\frac{4}{5}$	80%	$\frac{3}{5}$	60%	$\frac{47}{54}$	87%	$\frac{37}{46}$	80%	$\frac{36}{47}$	76%	$\frac{120}{147}$	81%
D6RF	N-K	$\frac{5}{5}$	100%	$\frac{2}{5}$	40%	$\frac{46}{51}$	90%	$\frac{35}{40}$	87%	$\frac{27}{39}$	69%	$\frac{108}{130}$	83%

Table 4.3

Reliability as Shown by Percentage of Agreement Between Ratings Made by Pairs of Interviewers on Interview Tables, Glueck Factors, and Interview Ratings as Applied to Ninth Grade Children and Families

Group	Interviewers	Glueck Factors		Interviewer Ratings		Child Tables		Father Tables		Mother Tables		Composite Tables	
A9UM	K-O	$\frac{5}{5}$	100%	$\frac{4}{5}$	80%	$\frac{55}{68}$	80%	$\frac{29}{40}$	72%	$\frac{32}{38}$	84%	$\frac{116}{146}$	79%
A9UM	O-K	$\frac{3}{5}$	60%	$\frac{3}{5}$	60%	$\frac{53}{62}$	85%	$\frac{33}{40}$	82%	$\frac{34}{37}$	91%	$\frac{120}{139}$	86%
A9UF	J-F	$\frac{5}{5}$	100%	$\frac{5}{5}$	100%	$\frac{55}{71}$	77%	$\frac{31}{38}$	81%	$\frac{31}{39}$	79%	$\frac{117}{148}$	79%
A9UF	B-H	$\frac{4}{5}$	80%	$\frac{4}{5}$	80%	$\frac{49}{70}$	70%	$\frac{40}{46}$	86%	$\frac{38}{41}$	92%	$\frac{127}{157}$	80%
A													
D9UM	N-K	$\frac{4}{5}$	80%	$\frac{2}{5}$	40%	$\frac{61}{66}$	92%	$\frac{40}{44}$	90%	$\frac{35}{40}$	87%	$\frac{136}{150}$	90%
D9UM	L-H	$\frac{4}{5}$	80%	$\frac{2}{5}$	40%	$\frac{53}{65}$	81%	$\frac{32}{43}$	74%	$\frac{28}{42}$	66%	$\frac{113}{150}$	75%
D9UF	I-R	$\frac{3}{5}$	60%	$\frac{1}{5}$	20%	$\frac{56}{65}$	86%	$\frac{35}{43}$	81%	$\frac{40}{45}$	88%	$\frac{131}{153}$	95%
D9UF	M-A	$\frac{5}{5}$	100%	$\frac{5}{5}$	100%	$\frac{68}{77}$	88%	$\frac{40}{42}$	95%	$\frac{42}{45}$	93%	$\frac{150}{164}$	91%

Table 4.3, Continued

Group	Inter-viewers	Glueck Factors		Interviewer Ratings		Child Tables		Father Tables		Mother Tables		Composite Tables	
A9RM	C-E	$\frac{5}{5}$	100%	$\frac{3}{5}$	60%	$\frac{66}{69}$	95%	$\frac{47}{49}$	95%	$\frac{35}{45}$	77%	$\frac{148}{163}$	90%
A9RM	A-M	$\frac{3}{5}$	60%	$\frac{4}{5}$	80%	$\frac{62}{69}$	89%	$\frac{34}{44}$	77%	$\frac{34}{45}$	75%	$\frac{130}{158}$	82%
A9RF	E-F	$\frac{4}{5}$	80%	$\frac{2}{5}$	40%	$\frac{64}{71}$	90%	$\frac{32}{40}$	80%	$\frac{35}{40}$	87%	$\frac{131}{151}$	86%
A9RF	F-M	$\frac{5}{5}$	100%	$\frac{4}{5}$	80%	$\frac{64}{72}$	88%	$\frac{38}{52}$	73%	$\frac{32}{46}$	69%	$\frac{134}{170}$	78%
D9RM	G-F	$\frac{3}{5}$	60%	$\frac{1}{5}$	20%	$\frac{59}{67}$	88%	$\frac{29}{39}$	74%	$\frac{30}{38}$	78%	$\frac{118}{144}$	81%
D9RM	H-M	$\frac{4}{5}$	80%	$\frac{2}{5}$	40%	$\frac{67}{76}$	88%	$\frac{35}{45}$	77%	$\frac{34}{46}$	73%	$\frac{136}{167}$	81%
D9RF	D-K	$\frac{5}{5}$	100%	$\frac{3}{5}$	60%	$\frac{60}{68}$	88%	$\frac{33}{38}$	86%	$\frac{36}{39}$	92%	$\frac{129}{145}$	88%
D9RF	M-I	$\frac{3}{5}$	60%	$\frac{4}{5}$	80%	$\frac{62}{70}$	88%	$\frac{44}{50}$	88%	$\frac{39}{49}$	79%	$\frac{145}{169}$	85%

Table 4.4

Reliability as Shown by Percentage of Agreement Between Total Ratings Made by Interviewers for Each of Three Grades and for the Three Grades Combined

	Glueck Factors		Interviewer Ratings		Child Tables		Father Tables		Mother Tables		Composite of Tables	
Grade 3	$\frac{47}{80}$	58%	$\frac{49}{80}$	61%	$\frac{701}{824}$	85%	$\frac{577}{699}$	82%	$\frac{548}{663}$	82%	$\frac{1826}{2186}$	83%
Grade 6	$\frac{62}{80}$	78%	$\frac{54}{80}$	68%	$\frac{693}{808}$	85%	$\frac{525}{639}$	82%	$\frac{529}{652}$	81%	$\frac{1747}{2099}$	83%
Grade 9	$\frac{65}{80}$	81%	$\frac{49}{80}$	61%	$\frac{954}{1106}$	86%	$\frac{572}{693}$	83%	$\frac{555}{675}$	82%	$\frac{2081}{2474}$	84%
All Grades Combined	$\frac{174}{240}$	72%	$\frac{152}{240}$	63%	$\frac{2348}{2738}$	85%	$\frac{1674}{2031}$	82%	$\frac{1632}{1990}$	82%	$\frac{5654}{6759}$	83%

Chapter 5

Activities, Attitudes, Standards and Composition of Family

Introduction

The Eau Claire County Youth Study has emphasized the importance of exploring the relationship of the child's family to his psychological, sociological, and educational development. Accordingly, the family, as a psycho-social unit, came in for a full measure of attention and investigation. The interviewers were responsible for obtaining factual data from the child, mother, and father. This data was used to describe aspects of the attitudes, standards, and composition of these families. As was detailed in Chapter 4, each interviewer was provided with an extended series of questions relating to the family and to family life. The topics covered in the interview included among many other things, the child's perception of the emotional relationship with the parents, his activities with the parents, his discipline, aggression, church attendance, peer relations, recreations, leisure activities, dating, and car driving. The interviews with the child, mother and father, yielded 60, 35, and 37 scores respectively. The questions may be found in Appendix 4A and the tables which served as the basis for tabulation may be found in Appendix 4B. The purposes of gathering these formal descriptive data were twofold: 1) to provide a basis for an evaluation of fundamental hypotheses of Chapter 3 among families grouped in accordance with the independent variables of this study, 2) to provide the interviewer with a means of getting to know enough about the family in a very short time to make valid judgments on the Glueck and Interviewer ratings. Chapter 6 is devoted in large part to a discussion of the latter; this chapter shall be addressed to the first purpose mentioned and the results deriving from it.

In deference to the absolute necessity to omit all extraneous material from this report, this chapter will be highly selective. Inclusion of all tables derived from this area of the investigation is not felt to be justifiable in that it would lengthen unduly an already lengthy report.

Emphasis will be on those findings which appear to be of significance in relationship to the primary independent variable, approved and disapproved behavioral status in the classroom. Some attention will be given to the secondary independent variables: location, sex, and grade level.

It should be remembered that selectivity from large numbers of findings contains the hazard of over-emphasizing findings which might be due to chance alone. The reader is encouraged to share the researchers' cautious attitudes regarding these tentative findings, interpretations, and conclusions. The discussion will be minimal. The data are presented in detailed form to supply the interested reader with information bearing upon specific ideas and hypotheses which he may wish to evaluate.

Results and Discussion

Chi-square values were almost invariably computed in terms of the combined results of all three grades.

Most questions required a single answer. Chi-square evaluations of the data derived in answer to these questions were computed in the usual manner. In these cases, the chi-square values will be noted in the right hand columns of these tables. In analyzing the tabulated data of questions which permitted multiple responses, specific response categories were evaluated one at a time in terms of the independent variable under consideration (Edwards, 1960). For an example of this multiple response analysis, take a question such as: If you do something wrong, how do you get punished? The number of approved children would be compared with the number of disapproved children in terms of the first response category (physical punishment), then in terms of the second category (loss of privilege, scolding) and so forth. Similar analyses were undertaken in terms of location or sex, or in combinations of the independent variables, such as approved boys versus disapproved boys. The level of significance of a difference will be revealed in these instances by an asterisk or asterisks interposed between the numbers providing the basis for the difference.

All differences discussed in this chapter must demonstrate a significance at the .05 level of confidence unless there is indication to the contrary. If no indication of statistical significance is noted in a table, it may be assumed that the differences fall short of this level.

To facilitate the presentation of the tremendous amount of data of thic chapter, it was considered advisable to group the tables into nine psycho-social areas: 1) community and neighborhood, 2) family structure and interaction patterns, background, siblings, 3) family or parental control, 4) school and education, 5) church, 6) identifications and goals, 7) recreation and dating, 8) peer relations, attitudes, and 9) cars.

1. Community and Neighborhood

Mother

Mothers of the approved children were more inclined than mothers of the disapproved to have positive feelings regarding their neighborhood (171-154). The mothers of the disapproved outnumbered the mothers of the approved in expressing negative attitudes regarding the neighborhood (14-3). (Table 5.1) Urban mothers were more inclined than rural mothers to be positive about the neighborhood (176-149), and less inclined to express negative (6-11) or indifferent (9-28) attitudes regarding it. (Table 5.1)

When their children get into trouble, 31 mothers of disapproved children think that the situation is handled poorly as contrasted to only 14 mothers of approved children who hold that view. (Table 5.2)

2. Family Structure and Interaction Patterns, Backgrounds and Siblings

Child

Of the 16 children who said that their parents didn't always behave themselves in the manner expected of them, as children, 14 were disapproved. (Table 5.3)

Mother

Mothers of the disapproved children as opposed to those of the approved, tended to marry early (29-18), or late (6-2). The mothers of approved outnumbered the mothers of the disapproved in the 21-26 age bracket (90-69). (Table 5.4)

The mothers of the approved more often than those of the disapproved reported as a parental reward, being able to witness the child's growth and development (74-42). The mothers of the disapproved children were more likely than mothers of the approved to mention that having children was rewarding to them personally (60-39). (Table 5.5)

The parents of disapproved children are slightly more likely than parents of the approved to have had previous marriages. In the 17 cases where both parents had been married before, 11 were parents of disapproved children. In the 32 cases where only one of the parents had a previous marriage, 23 were parents of disapproved children. (Table 5.6)

More rural mothers than urban mothers grew up in rural areas and more urban mothers than rural mothers grew up in urban areas of from 10-50,000 population. (Table 5.7)

Father

Rural fathers as compared to urban fathers were more likely to be at home with their child most of the time (21-7), or evenings and weekends (116-109). As compared with rural fathers, urban fathers were at home with their child more on some evenings (41-32), only Sundays or weekends, (11-8), or never or no answer (24-15). (Table 5.8)

More rural fathers than urban fathers grew up in rural areas and more urban fathers than rural fathers grew up in urban areas of from 10-50,000 population. (Table 5.9)

3. Family or Parental Control

Child

The disapproved children at the third and sixth grade levels report physical punishment for wrong doing more often than the approveds (43-28, 22-15). At these grade levels, the approved children are more likely than the disapproved to report discussions or no punishment (25-18, 22-7). Little evidence of these differences is noted at the ninth grade level. The third and sixth grade differences combine to establish an overall significant difference. (Table 5.10)

In terms of chores, the disapproved children were more likely than the approved to have no regular responsibilities (14-2). Occasional chores were more often reported by the approved than by the disapproved children (13-5). (Table 5.11)

Mother

The mothers of the approved outnumber those of the disapproved children in expressing beliefs that parents can wield a great deal of influence in raising children (172-141). (Table 5.12)

The mothers of the approved children as contrasted to those of the disapproved, were more likely to cite personality and behavior as areas in which they would like their child to be different from them, (85-65). Urban mothers more often than rural mothers stated similar preferences (86-64). (Table 5.13)

The mothers of the disapproved children were more likely than the mothers of the approved to wish that their child would be better off, happier or more accomplished than they (109-85). (Table 5.13)

In coping with problems when the child first started school, the mothers of the disapproved were more likely than those of the approved to report having resorted to physical punishment (71-45). (Table 5.14)

When dealing with unacceptable behavior in their child, the mothers of the disapproved were more likely to resort to physical punishment (46-28), and moralizing (13-4), or deprivation of privilege (100-55), than were the mothers of the approved. (Table 5.15)

When they have some leisure time, the mothers of the approved as contrasted to those of the disapproved, were more likely to participate in constructive, mind-broadening activities (83-47). (Table 5.16)

Comparing the mothers on an urban and rural basis, the urban mothers were more likely to engage in enjoyable activites involving family (100-59), or not involving family (71-46), or creative activities (27-11). Rural mothers were more apt than urban mothers to report no leisure activities (21-7). (Table 5.16)

In general, the mothers of the approved children reported more memberships in clubs and organizations than do those of the disapproved children. There seemed to be little difference in membership in social clubs (41-39), but the mothers of the approved were far more likely to belong to church organizations (125-83) than were the mothers of the disapproved children. (Table 5.17)

Father

Membership in church organizations was mentioned more often by the fathers of the approved than those of the disapproved (47-29). (Table 5.18)

Rural fathers were more likely than urban fathers to indicate that they didn't belong to any club or organization (76-47). In particular they were less likely than urban fathers to belong to social clubs (35-55). (Table 5.18)

The fathers of the approved were more likely than fathers of the disapproved to report spending their spare time in some mind-broadening activity (25-8). (Table 5.19)

The fathers of the approved were more likely than fathers of the disapproved to report (68-47) witnessing a child's growth and development as the most pleasant aspect of having children. The fathers of the disapproved more often than fathers of approved children report that the most pleasant part of having children is having the help and security that they represent (10-2). (Table 5.20)

The fathers of the disapproved were more likely than fathers of the approved to report using physical punishment when the child did wrong at the time he first began school (46-22). The fathers of the approved were more apt than fathers of the disapproved to report that they had had no problems at that time (31-12). (Table 5.21) Taking into consideration urban-rural differences in this area, it was noted that more rural fathers than urban fathers indicate that they resorted to physical punishment (42-26) and delegated or relinquished authority more frequently (22-8). (Table 5.21) The fathers of the disapproved were more likely to resort to physical punishment (62-30), or deprivation of privilege (82-48) than were the fathers of the approved. Fathers of the approved were more likely (24-11) than fathers of the disapproved to indicate that this was not a problem to them. (Table 5.22)

The urban fathers were more inclined than rural fathers to believe parents had a great influence in the upbringing of their children (160-138). Rural fathers, as compared to urban fathers, felt that parents could do very little or else qualified what parents might be able to do (39-11). (Table 5.23)

More fathers of the disapproved stated, as compared to fathers of the approved, (55-33) that when a child misbehaves they had problems in controlling their temper. More fathers of approved than those of disapproved reported that they had no problems in this regard (102-75). (Table 5.24)

If a child fails to comply with a father's request, there was more of a tendency reported on the part of the fathers of disapproved children than those of approved to become angry (122-99), feel guilty or rejected (11-2). The fathers of the approved were more likely than the fathers of the disapproved to report no problem (48-25). (Table 5.25)

4. School and Education

Child

Boys were more likely than girls to belong to character building groups, such as the scouts (72-47), or sport groups (36-8). Girls were more likely than boys to belong to church groups (57-37), or school clubs (58-28). (Table 5.26)

Urban youngsters were more likely than rural youngsters to belong to character building groups (96-23) or church groups (58-36). As expected, 4-H or FFA (41-5) or school (53-33), were mentioned more often by the rural than urban students. Rural students also mentioned more often than urban students that they belonged to no clubs or groups (70-47). (Table 5.26)

When angry at the teacher, the disapproved child indicated less likelihood of talking it over (13-20) and was more likely to argue or fight (47-13) than the approved child. (Table 5.27)

Mother

The mothers of the disapproved children as contrasted to those of approved, reported disapproved behavior on the part of their child more frequently: skipping school and tardiness (14-0), fighting or authority problems (69-18), not doing well or lack of interest (56-14). The mothers of approved children more frequently reported no problems (134-46) than did the mothers of disapproved children. These trends held true for both boys and girls, although boys generally were reported as more likely than girls not to do well scholastically and to manifest disinterest in school (56-14). (Table 5.28)

The mothers of the approved, more than the disapproved, indicated that church (158-131) was a favorable influence on their child. The mothers of the disapproved boys more often than the mothers of the approved stated a belief that youth organizations had a good effect (32-19); mothers of the approved more often than the mothers of the disapproved boys suggested that churches had a favorable influence (80-62). (Table 5.29)

The mothers of the approved outnumber those of the disapproved in expressing the thought that it is alright for their child to break a rule at school in an emergency (34-16). The mothers of the disapproved outnumber the approved in asserting that breaking a rule is never permissible (142-129). (Table 5.30)

Father

The fathers of the disapproved are more likely than the fathers of the approved to cite skipping and tardiness (14-2), fighting and authority problems (48-15), and not doing well or lack of interest (50-16), as school behavior they didn't approve of in their child. The fathers of the approved were likely to indicate no such problems (130-63), as compared to fathers of the disapproved. (Table 5.31)

Fathers saw girls as less serious problems than boys (108-85), boys as more likely to have poor performance and lack of interest (41-25) problems than girls. (Table 5.31)

5. Church

Child

Three hundred sixty-one children said that they belonged to a church. No differences in stated membership is noted on the basis of approved or disapproved behavioral status. (Table 5.32)

While narrowly missing significance at the .05 level of confidence, it would appear that approved children were somewhat more inclined than disapproved children to attend church regularly (168-148). Sporadic or irregular attendance or failure ever to have attended seemed more a characteristic of the disapproved children (44-24). Some general tendencies were noted in the urban-rural comparisons with urban children reporting more regular attendance than rural (172-144). (Table 5.33)

Mother

The mothers of approved children outnumbered the mothers of disapproved children in terms of church membership (179-163). The disapproveds' mothers were more likely than the approved childrens' mothers not to belong (10-3), or to have belonged at some time in the past (19-10). (Table 5.34)

Urban mothers were more likely to belong to a church than rural mothers (179-163). (Table 5.34)

More mothers of the approved than those of the disapproved stated that they attended church regularly (145-122). Irregular attendance was more a characteristic of mothers of the disapproved (47-33) than of the mothers of the approved. (Table 5.35)

More urban mothers than rural mothers indicated that they attend church regularly (149-118). Church attendance among rural mothers was more likely to be irregular (51-29), or restricted to "some time in the past" (17-12) than is the case among urban mothers. (Table 5.35)

Mothers of approved children were more likely (129-103) to report church attendance during the previous week than those of the disapproved. Of the 44 mothers who had not attended church for six months or more, 33 were mothers of disapproved children. (Table 5.36)

Urban mothers were more apt to report attending church during the last week (131-101) than were the rural mothers. (Table 5.36)

Father

Urban fathers were more likely to belong to church than rural fathers (151-144). The rural fathers were more likely to have belonged in the past some time (21-14) than the urban fathers. (Table 5.37)

Apparently not all the fathers who said they belonged to church indicated that they attended regularly. While the difference is not quite statistically significant, it is of interest to note that the fathers of the approved outnumbered those of the disapproved (116-93) in reporting regular attendance. 29 of the fathers of the disapproved said that they had attended sometime in the past as compared to 14 of the fathers of the approved. (Table 5.38)

Again, while the relationship fails to reach the required level of statistical significance, it is noted that very recent church attendance during the past week was more likely to be reported by the fathers of approved children (104-76). (Table 5.39)

Fathers of approved children were more inclined than fathers of the disapproved children to view church (117-94) as favorable influences upon their child. (Table 5.40)

6. Identifications, Models, Goals, Aims

Child

In terms of grown-ups that might serve as their models, the disapproved girls were more likely to choose the father or some other male as their model than the approved girls (15-2). (Table 5.41)

Urban children were more likely to choose the parent of their own sex as their model than were the rural children (90-75). More rural children tended to choose a similarly sexed sibling or friend than did urban children (13-2). Rural children were also more likely to choose the parent or person of the opposite sex than their urban counterparts (23-12). (Table 5.41)

Approved children were more likely than disapproved children to give evidence of a positive relationship with adults (109-71). Ambivalent relationships of this nature were implied equally by both approved and disapproved groups (47-43). Of the 32 children who indicated a strongly negative relationship with adults, 26 were in the disapproved category. (Table 5.42)

There are 145 approved children who view adults as good and reliable, as compared to only 111 disapproved children who look at adults this way. Of the 55 children who considered adults as mixtures of bad or good or as more bad than good, 42 were in the disapproved category. (Table 5.43)

A similar relationship was noted between location of child and their evaluation of adults. There were 142 urban children as compared with 114 rural children who viewed adults in a favorable light. Rural children were more inclined to give mixed (32-23) or indifferent evaluations (35-13) than their urban counterparts. (Table 5.43)

7. Recreation, Clubs, Activities, Dating, Spare Time

Child

Nearly all children have TV in the home (377 out of 384). There is a tendency for the approved children to report watching TV for an hour or less per day (53-26) and for the disapproved to watch TV for four hours or more (38-14). (Table 5.44)

When the TV is not working, the approved youngsters more often than disapproved report reading (78-53). The disapproved more than the approved say they listen to the radio or play records (54-36) at times such as this. (Table 5.45)

More approved children spend leisure time in reading than do the disapproved (87-50). All ten of the students who spent their spare time driving around in a car were in the disapproved category. (Table 5.46)

In regard to dating, it is of interest to note that some sixth grade children already report having dated. In the ninth grade, dating is reported much more frequently by the disapproved than the approved (39-12). (Table 5.47) The patterns of the ninth grade students strongly suggests that the disapproved children dated more frequently than approved children. Of the 46 who state they date on either a weekly or monthly basis, only 10 were in approved category. (Table 5.48)

8. Peer Relations

Mother

The mothers of approved children saw fewer bad influences on their children than did the mothers of the disapproved children (153-115). The mothers of the disapproved boys outnumbered the mothers of the approved boys to the extent to which schoolmates and associates influences their children adversely, (38-12). No such marked relationship was noted in the case of girls (19-19). (Table 5.49)

Father

The fathers of the disapproved more often than fathers of the approved specify their child's associates as bad influences (45-16). This tendency is more marked in the case of boys (26-5) than in girls (19-11). (Table 5.50) Fathers of the approved were more inclined than fathers of the disapproved to report no particular bad influences (144-116). (Table 5.50)

9. Cars (Questions involving cars were restricted to 9th graders)

Child

The approved children were more inclined than disapproved children to agree with the parents if they were told they couldn't have a car (36-22). The disapproved children appeared more likely than the approved children to consider such a decision as evidence of meanness on the part of the parents (14-2) or that their parents didn't really understand them (9-2). (Table 5.51)

Of the 38 ninth grade girls who felt that a girl should be allowed to drive a car at the age of 16 or younger, 23 were in the disapproved category. No such differences were noted among the few boys who felt that girls should be entitled to drive at this early age. (Table 5.52)

Disapproved ninth graders were more likely to report (46-25) that a boy should be allowed to drive on his own at the age of sixteen. Approved ninth graders were more apt to suggest later ages or say simply when ever their parents permit. (Table 5.53) The disapproved children were somewhat more eager to want to own a car (58-43). (Table 5.54) More of the disapproved children than approved children had friends with cars (36-18). (Table 5.55)

Rural students were more likely to have more friends (3 or more) with cars than their urban counterparts (21-7). Urban students who had no friends with cars outnumber the rural students in that category (37-23). (Table 5.56)

Approved children are more likely (29-13) than disapproved children to report that they spend no time riding around in a car. All fourteen who indicate they spend one to four hours a day riding around were in the disapproved category. (Table 5.57)

The disapproved children are more likely than approved children to go nowhere in particular in a car (10-1) or else to cruise the downtown area of the city or town (19-8). (Table 5.58)

Summary

It is believed that a brief summary might be helpful in distilling the many, varied results reported previously in this chapter. This discussion will center about composite descriptions of approved and disapproved children in terms of the psycho-social factors which appeared to differentiate them. It should be borne in mind that such a distillate reflects only general tendencies. There are many exceptions to these broad descriptions.

Disapproved Children

When they encounter difficulty with the teacher, the disapproved children respond in an argumentative and aggressive fashion. The parents are aware of their children's difficulties in school which involve skipping school, authority problems, fighting, and lack of interest. Perhaps as a reaction to this knowledge, their mothers are inclined to hold that it is never permissible to break a rule around school. When trouble does come, these mothers are inclined to think that the community handles the situation poorly. The mothers of the disapproved children are not satisfied with many aspects of the community.

In dealing with their child's wrong-doing, these parents are likely to resort to angry, physical punishment. When they do this, the fathers in particular, report difficulty in controlling their tempers and at the same time experiencing some feelings of guilt and rejection. This physical punishment is reported to have been used as early as the first grade and still receive emphasis during the third and sixth grade. This form of punishment is reported infrequently in dealing with the problems of the ninth graders.

The mother of the disapproved youngster doesn't believe that parents can have very much influence on the growing child. The parents see other children as having bad effects upon their child. Conversely, the disapproved children don't seem to think much of adults, and are sometimes very harsh in their evaluation of them. In particular, the disapproved girls rejected their mothers as their model.

The parents of disapproved children shy away from participation in constructive leisure time activities. The parents, particularly the father, fail to report membership in church. If a church member, parental attendance is sporadic. While the disapproved children report belonging to churches, there is some suggestion that their attendance is also irregular.

Disapproved children watch a great deal of television. If it is unavailable these children may play the radio or phonograph for diversion.

Dating is observed rather frequently in disapproved ninth graders.

Use of the car as a pasttime is noted in the behavior of the disapproved ninth grader. Ownership of a car at an early age is something that they advocate. Parental denial of such ownership would be interpreted by them as meanness or proof positive of a lack of parental understanding.

Approved Children

In considering the approved children, there is evidence of a lack of discord that is noted in the disapproved counterparts. The parents of the approved children report no particular problem nor have they had one in the past. The mother, although favoring adherence to regulations, allows that in an emergency it is permissible to break a rule.

The parents of the approved not only belong to a church, but they attend it regularly. The fathers in particular, reported the good influence of the church upon the child.

The approved children are favorably disposed toward adults. These children use reading to occupy their leisure time hours. They watch relatively little television. The approved ninth graders are not particularly involved with cars nor are they concerned with early ownership.

Reference

Edwards, A. L. Experimental Design in Psychological Research
New York: Holt, Rinehart, and Winston, 1960.

Table 5.1

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 5 - Single option) "How do you feel about living in ____________?"
Response Options:
1. Positive attitude
2. Negative attitude
3. Neutral
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	28	2	2	0	30	0	2	0	27	1	4	0	85	3	8	0	2.580
Disapproved Males	25	3	3	1	26	2	3	1	28	3	1	0	79	8	7	2	
Approved Females	28	0	4	0	31	0	1	0	27	0	4	1	86	0	9	1	7.812
Disapproved Females	22	4	5	1	29	0	3	0	24	2	5	1	75	6	13	2	
Males	53	5	5	1	56	2	5	1	55	4	5	0	164	11	15	2	3.022
Females	50	4	9	1	60	0	4	0	51	2	9	2	161	6	22	3	
Approved	56	2	6	0	61	0	3	0	54	1	8	1	171	3	17	1	10.050 **
Disapproved	47	7	8	2	55	2	6	1	52	5	6	1	154	14	20	4	
Urban	57	3	4	0	61	1	1	1	58	2	4	0	176	6	9	1	11.035 **
Rural	46	6	10	2	55	1	8	0	48	4	10	2	149	11	28	4	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.2

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 12 - Single Option) "When children get in trouble in _________, do you think it is handled in a good way?"

Response Options:

1. Yes
2. No
3. DK
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	19	2	11	0	20	0	11	1	12	5	14	1	51	7	36	2	9.347 **
Disapproved Males	16	9	6	1	18	2	11	1	13	10	8	1	47	21	25	3	
Approved Females	19	2	10	1	22	3	7	0	13	2	16	1	54	7	33	2	2.831
Disapproved Females	17	3	10	2	21	4	7	0	22	3	6	1	60	10	23	3	
Males	35	11	17	1	38	2	22	2	25	15	22	2	98	28	61	5	7.874
Females	36	5	20	3	43	7	14	0	35	5	22	2	114	17	56	5	
Approved	38	4	21	1	42	3	18	1	25	7	30	2	105	14	69	4	10.610 **
Disapproved	33	12	16	3	39	6	18	1	35	13	14	2	107	31	48	6	
Urban	43	9	11	1	43	3	16	2	34	8	20	2	120	20	47	5	8.775 **
Rural	28	7	26	3	38	6	20	0	26	12	24	2	92	25	70	5	

* Significant at .01 level of confidence with 3 d.f.
** Significant at .05 level of confidence with 3 d.f.

Table 5.3

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 16 - Single Option) "Do your parents behave the way they want you to behave?"
Response Options:
1. Always do what they expect me to
2. Sometimes they fall down a bit
3. Inconsistent or fall down most of the time
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	23	7	1	1	23	8	0	1	23	9	0	0	69	24	1	2	4.557
Disapproved Males	21	7	3	1	22	7	1	2	22	7	2	1	65	21	6	4	
Approved Females	23	8	0	1	20	11	1	0	23	9	0	0	66	28	1	1	5.739
Disapproved Females	23	6	3	0	20	11	0	1	19	8	5	0	62	25	8	1	
Males	44	14	4	2	45	15	1	3	45	16	2	1	134	45	7	6	7.040
Females	46	14	3	1	40	22	1	1	42	17	5	0	128	53	9	2	
Approved	46	15	1	2	43	19	1	1	46	18	0	0	135	52	2	3	8.861 **
Disapproved	44	13	6	1	42	18	1	3	41	15	7	1	127	46	14	5	
Urban	49	10	4	1	46	15	1	2	45	16	3	0	140	41	8	3	4.345
Rural	41	18	3	2	39	22	1	2	42	17	4	1	122	57	8	5	

* Significant at .01 level of confidence with 3 d.f.
** Significant at .05 level of confidence with 3 d.f.

Table 5.4

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 20 - Single option) "How old were you at time of marriage?"
Response Options:

1. Below 18
2. 18 to 20 years
3. 21 to 26 years
4. 27 to 34 years
5. 35 to 45 years
6. N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	6	12	10	4	0	0	2	8	18	3	1	0
Disapproved Males	8	11	8	1	3	1	4	12	11	4	0	1
Approved Females	4	12	15	1	0	0	3	9	16	4	0	0
Disapproved Females	4	9	14	4	0	1	2	11	16	3	0	0
Males	14	23	18	5	3	1	6	20	29	7	1	1
Females	8	21	29	5	0	1	5	20	32	7	0	0
Approved	10	24	25	5	0	0	5	17	34	7	1	0
Disapproved	12	20	22	5	3	2	6	23	27	7	0	1
Urban	9	22	28	3	2	0	2	22	34	5	0	1
Rural	13	22	19	7	1	2	9	18	27	9	1	0

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Table 5.4, Continued

	Grade Nine						All Three Grades						Chi-square
Group	1	2	3	4	5	6	1	2	3	4	5	6	for all 3 grades
Approved Males	1	10	18	3	0	0	9	30	46	10	1	0	7.715
Disapproved Males	6	10	10	4	2	0	18	33	29	9	5	2	
Approved Females	2	11	13	5	1	0	9	32	44	10	1	0	2.390
Disapproved Females	5	12	10	3	1	1	11	32	40	10	1	2	
Males	7	20	28	7	2	0	27	63	75	19	6	2	1.158
Females	7	23	23	8	2	1	20	64	84	20	2	2	
Approved	3	21	31	8	1	0	18	62	90	20	2	0	11.444 **
Disapproved	11	22	20	7	3	1	29	65	69	19	6	4	
Urban	6	20	28	6	4	0	17	64	90	14	6	1	12.479 **
Rural	8	23	23	9	0	1	30	63	69	25	2	3	

* Significant at .01 level of confidence with 5 d.f.

** Significant at .05 level of confidence with 5 d.f.

Table 5.5

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 23 - Multiple options) "What is the most pleasant thing about having children?"

Response Options:

1. Witness their growth, development, achievement
2. Gives purpose to life, completes a home, family life
3. Companionship, fun, excitement
4. Rewarding personal response, love, appreciation
5. Help, possession, security when older
6. Everything in general, nothing specific
7. Other, N.A.

	Grade Three							Grade Six						
Group	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Approved Males	13	8	10	7	0	4	2	9	6	21	4	1	1	2
Disapproved Males	4	6	11	14	4	0	3	7	4	12	10	3	1	3
Approved Females	14	2	9	6	0	8	1	9	7	17	7	2	3	0
Disapproved Females	8	4	9	9	0	7	2	7	6	12	11	2	3	0
Males	17	14	21	21	4	4	5	16	10	33	14	4	2	5
Females	22	6	18	15	0	15	3	16	13	29	18	4	6	0
Approved	27	10	19	13	0	12	3	18	13	38	11	3	4	2
Disapproved	12	10	20	23	4	7	5	14	10	24	21	5	4	3
Urban	20	10	20	16	1	13	4	17	14	29	15	5	3	3
Rural	19	10	19	20	3	6	4	15	9	33	17	3	5	2

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Table 5.5, Continued

Group	Grade Nine 1	2	3	4	5	6	7	All Three Grades 1	2	3	4	5	6	7
Approved Males	15	5	15	5	1	3	0	37 *	19	46	16	2	8	4
Disapproved Males	8	6	11	8	0	4	1	19	16	34	32	7	5	7
Approved Females	14	5	8	10	1	2	1	37 **	14	34	23	3	13	2
Disapproved Females	8	1	13	8	1	4	2	23	11	34	28	3	14	4
Males	23	11	26	13	1	7	1	56	35	80	48	9	13 **	11
Females	22	6	21	18	2	6	3	60	25	68	51	6	27	6
Approved	29	10	23	15	2	5	1	74 *	33	80	39 **	5	21	6
Disapproved	16	7	24	16	1	8	3	42	27	68	60	10	19	11
Urban	28	5	25	16	2	6	1	65	29	74	47	8	22	8
Rural	17	12	22	15	1	7	3	51	31	74	52	7	18	9

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.6

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 2 - Single Option) "Is this your only marriage?"
Response Options:
1. Yes, both husband and wife
2. No, both husband and wife
3. Yes, for one parent; no for other, N.A., DK

	Grade Three			Grade Six			Grade Nine			All Three Grades			Chi-square
Group	1	2	3	1	2	3	1	2	3	1	2	3	for all 3 grades
Approved Males	30	2	0	30	0	2	29	0	3	89	2	5	4.817
Disapproved Males	25	2	5	27	1	4	27	1	4	79	4	13	
Approved Females	32	0	0	28	2	2	28	2	2	88	4	4	5.552
Disapproved Females	26	1	5	25	3	4	26	3	3	77	7	12	
Males	55	4	5	57	1	6	56	1	7	168	6	18	1.615
Females	58	1	5	53	5	6	54	5	5	165	11	16	
Approved	62	2	0	58	2	4	57	2	5	177	6	9	10.324 *
Disapproved	51	3	10	52	4	8	53	4	7	156	11	25	
Urban	57	3	4	56	2	6	54	3	7	167	8	17	0.062
Rural	56	2	6	54	4	6	56	3	5	166	9	17	

* Significant at .01 level of confidence with 2 d.f.

** Significant at .05 level of confidence with 2 d.f.

Table 5.7

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 4 - Single Option) "Did you grow up on a farm, in a small town, or in the city?"
Response Options:

1. Rural
2. Town under 10,000 population
3. City 10,000 to 50,000 population
4. Large city, over 50,000 population
5. N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades					Chi-square
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	for all 3 grades
Approved Males	14	8	9	1	0	18	5	8	1	0	13	12	6	1	0	45	25	23	3	0	5.709
Disapproved Males	18	4	9	0	1	15	5	10	0	2	14	7	9	2	0	47	16	28	2	3	
Approved Females	13	9	9	1	0	14	7	9	2	0	20	3	7	2	0	47	19	25	5	0	6.837
Disapproved Females	15	9	6	1	1	16	10	6	0	0	13	9	9	0	1	44	28	21	1	2	
Males	32	12	18	1	1	33	10	18	1	2	27	19	15	3	0	92	41	51	5	3	0.963
Females	28	18	15	2	1	30	17	15	2	0	33	12	16	2	1	91	47	46	6	2	
Approved	27	17	18	2	0	32	12	17	3	0	33	15	13	3	0	92	44	48	8	0	7.288
Disapproved	33	13	15	1	2	31	15	16	0	2	27	16	18	2	1	91	44	49	3	5	
Urban	18	16	28	2	0	27	9	25	1	2	20	16	24	4	0	65	41	77	7	2	50.271 *
Rural	42	14	5	1	2	36	18	8	2	0	40	15	7	1	1	118	47	20	4	3	

* Significant at .01 level of confidence with 4 d.f.

** Significant at .05 level of confidence with 4 d.f.

Table 5.8

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 18 - Single Option) "When are you and your child generally home at the same time?"

Response Options:

1. Most or all the time child is home
2. Evenings, week-ends
3. Some evenings, part of week-end
4. Just Sundays or week-ends
5. Never, N.A., other

	Grade Three					Grade Six					Grade Nine					All Three Grades					Chi-square
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	for all 3 grades
Approved Males	4	18	3	3	4	1	21	6	1	3	4	21	6	0	1	9	60	15	4	8	2.422
Disapproved Males	3	18	6	1	4	4	16	7	3	2	1	13	10	2	6	8	47	23	6	12	
Approved Females	2	27	3	0	0	1	22	6	2	1	1	17	8	1	5	4	66	17	3	6	6.086
Disapproved Females	5	19	4	2	2	2	17	5	1	7	0	16	9	3	4	7	52	18	6	13	
Males	7	36	9	4	8	5	37	13	4	5	5	34	16	2	7	17	107	38	10	20	4.025
Females	7	46	7	2	2	3	39	11	3	8	1	33	17	4	9	11	118	35	9	19	
Approved	6	45	6	3	4	2	43	12	3	4	5	38	14	1	6	13	126	32	7	14	8.910
Disapproved	8	37	10	3	6	6	33	12	4	9	1	29	19	5	10	15	99	41	12	25	
Urban	4	42	8	4	6	2	37	13	4	8	1	30	20	3	10	7	109	41	11	24	10.877 **
Rural	10	40	8	2	4	6	39	11	3	5	5	37	13	3	6	21	116	32	8	15	

* Significant at .01 level of confidence with 4 d.f.

** Significant at .05 level of confidence with 4 d.f.

Table 5.9

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 6 - Single Option) "Did you grow up on a farm, in a small town, or in the city?"

Response Options:

1. Rural
2. Town under 10,000 population
3. City, 10,000 to 50,000 population
4. Large city, over 50,000 population
5. N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades					Chi-square
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	for all 3 grades
Approved Males	15	4	7	2	4	19	5	4	1	3	15	9	6	1	1	49	18	17	4	8	5.493
Disapproved Males	19	4	7	1	1	19	3	9	0	1	17	2	8	1	4	55	9	24	2	6	
Approved Females	21	3	6	2	0	14	6	11	1	0	21	4	4	0	3	56	13	21	3	3	4.919
Disapproved Females	17	4	9	1	1	10	7	8	1	6	21	5	3	0	3	48	16	20	2	10	
Males	34	8	14	3	5	38	8	13	1	4	32	11	14	2	5	104	27	41	6	14	0.199
Females	38	7	15	3	1	24	13	19	2	6	42	9	7	0	6	104	29	41	5	13	
Approved	36	7	13	4	4	33	11	15	2	3	36	13	10	1	4	105	31	38	7	11	2.845
Disapproved	36	8	16	2	2	29	10	17	1	7	38	7	11	1	7	103	25	44	4	16	
Urban	19	10	28	4	3	16	13	27	2	6	24	12	18	1	9	59	35	73	7	18	100.757 *
Rural	53	5	1	2	3	46	8	5	1	4	50	8	3	1	2	149	21	9	4	9	

* Significant at .01 level of confidence with 4 d.f.

** Significant at .05 level of confidence with 4 d.f.

Table 5.10

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 11 - Multiple Options) "If you do something wrong, how do you get punished?"
Response Options:

1. Physical punishment
2. Loss of privileges, scolding
3. Talk over, or no punishment
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades			
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Approved Males	14	27	12	1	9	20	15	0	0	29	15	0	23 **	76	42	1
Disapproved Males	21	26	2	1	15	23	11	0	2	26	22	0	38	75	35	1
Approved Females	14	28	10	0	6	23	10	0	4	25	17	0	24	76	37 *	0
Disapproved Females	22	24	5	0	7	27	7	0	3	30	7	0	32	81	19	0
Males	35	53	14	2	24	43	26	0	2	55	37	0	61	151	77 **	2
Females	36	52	15	0	13	50	17	0	7	55	24	0	56	157	56	0
Approved	28	55	22	1	15	43	25	0	4	54	32	0	47 **	152	79 *	1
Disapproved	43	50	7	1	22	50	18	0	5	26	29	0	70	156	54	1
Urban	34	54	17	1	14	49	21	0	2	58	28	0	50	161	66	1
Rural	37	51	12	1	23	44	22	0	7	52	33	0	67	147	67	1

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.11

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 24 - Single Option) "Do you have special chores to do at home?"
Response Options:
1. Regular assigned chores
2. Occasional chores
3. No assigned responsibility, N.A.

	Grade Three			Grade Six			Grade Nine			All Three Grades			Chi-square
Group	1	2	3	1	2	3	1	2	3	1	2	3	for all 3 grades
Approved Males	27	4	1	30	2	0	29	2	1	86	8	2	5.242
Disapproved Males	25	2	5	29	0	3	28	3	1	82	5	9	
Approved Females	30	2	0	29	3	0	32	0	0	91	5	0	10.000 *
Disapproved Females	31	0	1	31	0	1	29	0	3	91	0	5	
Males	52	6	6	59	2	3	57	5	2	168	13	11	6.366 **
Females	61	2	1	60	3	1	61	0	3	182	5	5	
Approved	57	6	1	59	5	0	61	2	1	177	13	2	22.601 *
Disapproved	56	2	6	60	0	4	57	3	4	173	5	14	
Urban	54	5	5	57	4	3	61	2	1	172	11	9	1.242
Rural	59	3	2	62	1	1	57	3	4	178	7	7	

* Significant at .01 level of confidence with 2 d.f.
** Significant at .05 level of confidence with 2 d.f.

Table 5.12

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 13 - Single Option) "How much do you think a parent can influence how his child will grow up these days?"

Response Options:
1. Great amount of influence, majority
2. Qualified
3. Very little
4. Depends on parents or situation
5. Miscellaneous, or N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades					Chi-square
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	for all 3 grades
Approved Males	30	0	1	1	0	30	1	0	1	0	29	2	1	0	0	89	3	2	2	0	11.830 **
Disapproved Males	28	2	1	0	1	23	7	1	0	1	22	4	4	2	0	73	13	6	2	2	
Approved Females	31	1	0	0	0	26	3	1	2	0	26	3	2	1	0	83	7	3	3	0	9.812 **
Disapproved Females	25	4	1	0	2	23	5	3	1	0	20	7	3	1	1	68	16	7	2	3	
Males	58	2	2	1	1	53	8	1	1	1	51	6	5	2	0	162	16	8	4	2	2.176
Females	56	5	1	0	2	49	8	4	3	0	46	10	5	2	1	151	23	10	5	3	
Approved	61	1	1	1	0	56	4	1	3	0	55	5	3	1	0	172	10	5	5	0	20.993 *
Disapproved	53	6	2	0	3	46	12	4	1	1	42	11	7	3	1	141	29	13	4	5	
Urban	62	2	0	0	0	53	7	0	3	1	53	6	3	2	0	168	15	3	5	1	17.250 *
Rural	52	5	3	1	3	49	9	5	1	0	44	10	7	2	1	145	24	15	4	4	

* Significant at .01 level of confidence with 4 d.f.

** Significant at .05 level of confidence with 4 d.f.

Table 5.13

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 24 - Multiple Options) "In what ways would you like your child to be different from you?"

Response Options:

1. Better off, happier, more accomplishment
2. More social skill and interest
3. Personality and behavior traits
4. Other
5. No difference, N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades				
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Approved Males	11	4	17	1	2	23	3	11	2	1	8	5	18	2	5	42	12	46 **	5	8
Disapproved Males	17	3	12	2	4	15	4	12	1	8	19	3	7	1	6	51	10	31	4	18
Approved Females	13	5	14	4	4	15	2	12	5	5	15	5	13	4	2	43 **	12	39	13	11
Disapproved Females	18	1	12	1	4	21	4	14	1	2	19	3	8	3	5	58	8	34	5	11
Males	28	7	29	3	6	38	7	23	3	9	27	8	25	3	11	93	22	77	9	26
Females	31	6	26	5	8	36	6	26	6	7	34	8	21	7	7	101	20	73	18	22
Approved	24	9	31	5	6	38	5	23	7	6	23	10	31	6	7	85 **	24	85 **	18	19
Disapproved	35	4	24	3	8	36	8	26	2	10	38	6	15	4	11	109	18	65	9	29
Urban	30	5	30	6	8	37	5	31	6	3	27	9	25	4	12	94	19	86 **	16	23
Rural	29	8	25	2	6	37	8	18	3	13	34	7	21	6	6	100	23	64	11	25

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.14

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 30 - Multiple options) "When your child was just starting school at age 6 or 7, what ways did you find useful to get him to do right and keep him from doing wrong?"

Response Options:

1. Physical punishment
2. Non-physical; threaten
3. Order
4. Call in another; do nothing
5. Moralize
6. Reason, talk it over
7. Praise
8. No problems
9. Other, N.A.

	Grade Three									Grade Six								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	5	2	3	2	1	25	4	2	2	9	3	3	0	2	19	5	7	3
Disapproved Males	17	5	3	2	3	19	2	4	1	14	4	1	1	1	18	2	4	2
Approved Females	8	0	2	0	1	26	4	3	5	5	4	2	1	2	21	6	4	2
Disapproved Females	8	6	3	0	6	19	4	3	5	7	2	0	0	2	28	8	0	2
Males	22	7	6	4	4	44	6	6	3	23	7	4	1	3	37	7	11	5
Females	16	6	5	0	7	45	8	6	10	12	6	2	1	4	49	14	4	4
Approved	13	2	5	2	2	51	8	5	7	14	7	5	1	4	40	11	11	5
Disapproved	25	11	6	2	9	38	6	7	6	21	6	1	1	3	46	10	4	4
Urban	17	9	7	1	5	48	9	5	4	15	6	3	0	3	43	14	8	7
Rural	21	4	4	3	6	41	5	7	9	20	7	3	2	4	43	7	7	2

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Table 5.14, Continued

Group	Grade Nine 1	2	3	4	5	6	7	8	9	All Three Grades 1	2	3	4	5	6	7	8	9
Approved Males	10	5	2	2	7	21	6	3	5	24	10	8	4	10	65	15	12	10
Disapproved Males	14	5	3	1	2	20	6	2	5	* 45	14	7	4	6	57	10	10	8
Approved Females	8	5	1	2	2	21	7	4	3	21	9	5	3	5	68	17	11	10
Disapproved Females	11	7	4	0	1	22	4	2	2	26	15	7	0	9	69	16	5	9
Males	24	10	5	3	9	41	12	5	10	69	24	15	8	16	122	25	22	18
Females	19	12	5	2	3	43	11	6	5	** 47	24	12	3	14	137	33	16	19
Approved	18	10	3	4	9	42	13	7	8	45	19	13	7	15	133	32	23	20
Disapproved	25	12	7	1	3	42	10	4	7	* 71	29	14	4	15	126	26	15	17
Urban	26	12	4	2	4	38	13	8	12	58	27	14	3	12	129	36	21	23
Rural	17	10	6	3	8	46	10	3	3	58	21	13	8	18	130	22	17	14

* Chi-square test between options significant at .01 level of confidence with 1 d.f.
** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.15

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 29 - Multiple options) "What did you do when your child refused to do what you wanted him to do?"

Response Options:

1. Physical punishment
2. Threaten, scold
3. Order
4. Moralize
5. Reason
6. Other-than-direct
7. No such problem
8. Other, N.A.
9. Deprivation of privilege

	Grade Three									Grade Six								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	9	15	7	1	16	4	4	1	5	5	16	7	0	15	6	4	2	11
Disapproved Males	14	20	9	0	18	7	0	0	18	9	9	7	3	11	5	2	4	15
Approved Females	8	13	9	0	18	8	0	3	6	1	10	8	1	18	5	4	2	11
Disapproved Females	12	16	9	2	13	4	0	3	7	5	15	7	1	14	5	4	2	15
Males	23	35	16	1	34	11	4	1	23	14	25	14	3	26	11	6	6	26
Females	20	29	18	2	31	12	0	6	13	6	25	15	2	32	10	8	4	26
Approved	17	28	16	1	34	12	4	4	11	6	26	15	1	33	11	8	4	22
Disapproved	26	36	18	2	31	11	0	3	25	14	24	14	4	25	10	6	6	30
Urban	19	32	18	2	32	13	3	3	20	8	28	15	3	33	4	8	6	29
Rural	24	32	16	1	33	10	1	4	16	12	22	14	2	25	17	6	4	23

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Table 5.15, Continued

	Grade Nine									All Three Grades								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	2	16	12	2	16	7	0	5	14	16	47	26	3	47	17	8	8	30
																		*
Disapproved Males	2	17	10	2	17	5	1	5	21	25	46	26	5	46	17	3	9	54
Approved Females	3	15	5	0	21	5	3	2	8	12	38	22	1	57	18	7	7	25
																		*
Disapproved Females	4	16	10	5	19	4	1	2	24	21	47	26	8	46	13	5	7	46
Males	4	33	22	4	33	12	1	10	35	41	93	52	8	93	34	11	17	84
Females	7	31	15	5	40	9	4	4	32	33	35	48	9	103	31	12	14	71
Approved	5	31	17	2	37	12	3	7	22	28	85	48	4	104	35	15	15	55
										**			**					*
Disapproved	6	33	20	7	36	9	2	7	45	46	93	52	13	92	30	8	16	100
Urban	8	32	20	3	35	10	3	7	40	35	92	53	8	100	27	14	16	89
																		**
Rural	3	32	17	6	38	11	2	7	27	39	86	47	9	96	38	9	15	66

* Chi-square test between options significant at .01 level of confidence with 1 d.f.
** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.16

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 18 - Multiple options) "What other things do you do with your spare time?"

Response Options:

1. Functional, home relevant activity
2. Mind-broadening activity
3. Enjoyable activity with family
4. Enjoyable activity not with family
5. Creative activities
6. No leisure activities
7. N. A.

	Grade Three							Grade Six						
Group	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Approved Males	18	15	16	8	3	0	1	17	13	13	12	3	2	0
Disapproved Males	20	6	12	9	4	1	1	18	10	12	4	4	3	1
Approved Females	19	16	12	12	4	0	0	21	11	12	11	3	2	1
Disapproved Females	17	6	11	9	1	2	1	16	9	17	11	4	3	0
Males	38	21	28	17	7	1	2	35	23	25	16	7	5	1
Females	36	22	23	21	5	2	1	37	20	29	22	7	5	1
Approved	37	31	28	20	7	0	1	38	24	25	23	6	4	1
Disapproved	37	12	23	18	5	3	2	34	19	29	15	8	6	1
Urban	33	26	35	25	8	0	1	31	24	33	24	12	1	2
Rural	41	17	16	13	4	3	2	41	19	21	14	2	9	0

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Table 5.16, Continued

	Grade Nine							All Three Grades						
Group	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Approved Males	19	17	16	8	0	4	0	54	45	45	28	6	6	1
									*					
Disapproved Males	21	8	10	13	6	1	0	59	24	34	26	14	5	2
Approved Females	18	11	12	10	1	6	0	58	38	36	33	8	8	1
									**					
Disapproved Females	14	8	16	10	5	4	1	47	23	44	30	10	9	2
Males	40	25	26	21	6	5	0	113	69	79	54	20	11	3
Females	32	19	28	20	6	10	1	105	61	80	63	18	17	3
Approved	37	28	28	18	1	10	0	112	83	81	61	14	14	2
									*					
Disapproved	35	16	26	23	11	5	1	106	47	78	56	24	14	4
Urban	37	23	32	22	7	6	0	101	73	100	71	27	7	3
										*	*	**	**	
Rural	35	21	22	19	5	9	1	117	57	59	46	11	21	3

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.17

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 17 - Multiple Options) "Are you a member of any club or organization?"
Response Options:

1. Social clubs
2. Church organizations
3. School organizations
4. Other organizations
5. No organization membership
6. N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	9	22	19	12	5	0	10	20	9	9	8	0
Disapproved Males	5	10	14	9	11	1	8	9	14	4	11	1
Approved Females	8	27	18	10	1	0	6	20	14	10	7	0
Disapproved Females	10	13	9	4	11	1	3	17	12	12	7	0
Males	14	32	33	21	16	1	18	29	23	13	19	1
Females	18	40	27	14	12	1	9	37	26	22	14	0
Approved	17	49	37	22	6	0	16	40	23	19	15	0
Disapproved	15	23	23	13	22	2	11	26	26	16	18	1
Urban	19	39	35	17	11	0	13	33	27	20	14	1
Rural	13	33	25	18	17	2	14	33	22	15	19	0

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Table 5.17, Continued

	Grade Nine						All Three Grades					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	4	19	14	10	7	0	23	61	42	31	20	0
								*				
Disapproved Males	8	18	9	7	7	0	21	37	37	20	29	2
Approved Females	4	17	13	7	10	0	18	64	45	27	18	0
Disapproved Females	5	16	10	9	8	1	18	46	31	25	26	2
Males	12	37	23	17	14	0	44	98	79	51	49	2
Females	9	33	23	16	18	1	36	110	76	52	44	2
Approved	8	36	27	17	17	0	41	125	87	58	38	0
								*				
Disapproved	13	34	19	16	15	1	39	83	68	45	55	4
Urban	15	37	24	18	14	0	47	109	86	55	39	1
Rural	6	33	22	15	18	1	33	99	69	48	54	3

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.18

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 19 - Multiple options) "Are you a member of any club or organization?"
Response Options:

1. Social clubs
2. Church organizations
3. School organizations
4. Other organizations
5. No organization membership
6. N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	9	11	4	14	8	4	9	6	4	14	9	3
Disapproved Males	6	6	5	12	14	1	8	2	4	12	14	1
Approved Females	7	11	5	14	13	0	7	4	1	18	10	0
Disapproved Females	10	8	4	16	9	1	3	3	3	15	10	6
Males	15	17	9	26	22	5	17	8	8	26	23	4
Females	17	19	9	30	22	1	10	7	4	33	20	6
Approved	16	22	9	28	21	4	16	10	5	32	19	3
Disapproved	16	14	9	28	23	2	11	5	7	27	24	7
Urban	22	21	9	33	15	3	16	5	7	32	18	6
Rural	10	15	9	23	29	3	11	10	5	27	25	4

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Table 5.18, Continued

	Grade Nine						All Three Grades					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	10	7	5	15	10	1	28	24	13	43	27	8
Disapproved Males	7	5	1	17	7	4	21	13	10	41	35	6
Approved Females	6	8	5	12	9	3	20	23	11	44	32	3
Disapproved Females	8	5	3	14	10	3	21	16	10	45	29	10
Males	17	12	6	32	17	5	49	37	23	84	62	14
Females	14	13	8	26	19	6	41	39	21	89	61	13
Approved	16	15	10	27	19	4	48	47 **	24	87	59	11
Disapproved	15	10	4	31	17	7	42	29	20	86	64	16
Urban	17	16	8	26	14	9	55 **	42	24	91	47 *	18
Rural	14	9	6	32	22	2	35	34	20	82	76	9

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.19

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 20 - Multiple Options) "What other things do you do with your spare time?"

Response Options:

1. Functional, home relevant activity
2. Mind-broadening activity
3. Enjoyable activity with family
4. Enjoyable activity not with family
5. Creative activities
6. No leisure activities
7. N.A.

	Grade Three							Grade Six						
Group	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Approved Males	12	0	19	14	2	4	5	10	5	19	14	0	2	4
Disapproved Males	9	1	14	14	1	5	3	9	2	18	12	2	2	1
Approved Females	11	5	19	16	1	2	0	10	5	13	18	4	2	1
Disapproved Females	13	3	18	17	1	2	1	9	0	16	15	2	2	6
Males	21	1	33	28	3	9	8	19	7	37	26	2	4	5
Females	24	8	37	33	2	4	1	19	5	29	33	6	4	7
Approved	23	5	38	30	3	6	5	20	10	32	32	4	4	5
Disapproved	22	4	32	31	2	7	4	18	2	34	27	4	4	7
Urban	25	4	39	33	4	5	4	21	6	36	32	5	4	7
Rural	20	5	31	28	1	8	5	17	6	30	27	3	4	5

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Table 5.19, Continued

Group	Grade Nine 1	2	3	4	5	6	7	All Three Grades 1	2	3	4	5	6	7
Approved Males	13	5	22	16	2	3	1	35	10	60	44	4	9	10
Disapproved Males	7	2	16	13	0	3	4	25	5	48	39	3	10	8
Approved Females	8	5	20	15	1	3	3	29	15*	52	49	6	7	4
Disapproved Females	15	0	17	22	1	0	3	37	3	51	54	4	4	10
Males	20	7	38	29	2	6	5	60	15	108	83	7	19	18
Females	23	5	37	37	2	3	6	66	18	103	103	10	11	14
Approved	21	10	42	31	3	6	4	64	25*	112	93	10	16	14
Disapproved	22	2	33	35	1	3	7	62	8	99	93	7	14	18
Urban	24	4	41	37	3	1	9	70	14	116**	102	12	10	20
Rural	19	8	34	29	1	8	2	56	19	95	84	5	20	12

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.20

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 25 - Multiple Options) "What is the most pleasant thing about having children?"

Response Options:

1. Witness their growth, development, achievement
2. Gives purpose to life, completes a home, family life
3. Companionship, fun, excitement
4. Rewarding personal response, love, appreciation
5. Help, possession, security when older
6. Everything in general, nothing specific
7. Other, N.A.

	Grade Three							Grade Six						
Group	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Approved Males	13	5	6	6	0	2	6	14	6	14	3	0	2	4
Disapproved Males	8	8	9	6	2	2	2	7	7	11	4	2	5	1
Approved Females	15	8	10	5	1	4	1	8	7	13	3	1	3	1
Disapproved Females	6	8	12	10	2	2	1	8	7	13	4	0	3	6
Males	21	13	15	12	2	4	8	21	13	25	7	2	7	5
Females	21	16	22	15	3	6	2	16	14	26	7	1	6	7
Approved	28	13	16	11	1	6	7	22	13	27	6	1	5	5
Disapproved	14	16	21	16	4	4	3	15	14	24	8	2	8	7
Urban	21	12	19	11	4	8	6	17	11	27	11	1	7	7
Rural	21	17	18	16	1	2	4	20	16	24	3	2	6	5

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Table 5.20, Continued

	Grade Nine							All Three Grades						
Group	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Approved Males	10	8	17	5	0	1	2	37	19	37	14	0 **	5	12
Disapproved Males	9	9	10	4	2	1	5	24	24	30	14	6	8	8
Approved Females	8	7	11	3	0	4	4	31	22	34	11	2	11	6
Disapproved Females	9	2	14	3	2	4	3	23	17	39	17	4	9	10
Males	19	17	27	9	2	2	7	61	43	67	28	6	13	20
Females	17	9	25	6	2	8	7	54	39	73	28	6	20	16
Approved	18	15	28	8	0	5	6	68 **	41	71	25	2 **	16	18
Disapproved	18	11	24	7	4	5	8	47	41	69	31	10	17	18
Urban	21	11	23	8	2	3	11	59	34	69	30	7	18	24
Rural	15	15	29	7	2	7	3	56	48	71	26	5	15	12

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.21

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 32 - Multiple options) "When your child was just starting school at age 6 or 7, what ways did you find useful to get him to do right and keep him from doing wrong?"

Response Options:

1. Physical punishment
2. Non-physical, threaten
3. Order
4. Call in another; do nothing
5. Moralize
6. Reason; talk it over
7. Praise
8. No problems
9. Other, N.A.

	Grade Three									Grade Six								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	5	1	1	0	1	19	3	4	10	2	1	2	1	2	16	5	8	7
Disapproved Males	6	3	5	4	3	18	3	0	5	5	1	2	5	3	16	0	4	6
Approved Females	2	0	3	2	3	20	0	5	3	5	2	0	3	0	20	3	4	6
Disapproved Females	6	3	5	0	2	21	5	3	3	7	2	1	3	0	15	5	1	9
Males	11	4	6	4	4	37	6	4	15	7	2	4	6	5	32	5	12	13
Females	8	3	8	2	5	41	5	8	6	12	4	1	6	0	35	8	5	15
Approved	7	1	4	2	4	39	3	9	13	7	3	2	4	2	36	8	12	13
Disapproved	12	6	10	4	5	39	8	3	8	12	3	3	8	3	31	5	5	15
Urban	6	3	8	2	5	40	7	7	12	7	3	3	1	2	33	8	11	17
Rural	13	4	6	4	4	38	4	5	9	12	3	2	11	3	34	5	6	11

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Table 5.21, Continued

	Grade Nine									All Three Grades								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	6	5	4	4	5	10	5	5	9	13	7	7	5	8	45	13	17	26
																	**	
Disapproved Males	11	4	4	2	0	15	4	2	9	22	8	11	11	6	49	7	6	20
Approved Females	2	4	1	2	1	17	9	5	4	9	6	4	7	4	57	12	14	13
										*								
Disapproved Females	11	2	2	4	0	15	3	2	8	24	7	8	7	2	51	13	6	20
Males	17	9	8	6	5	25	9	7	18	35	15	18	16	14	94	20	23	46
Females	13	6	3	6	1	32	12	7	12	33	13	12	14	6	108	25	20	33
Approved	8	9	5	6	6	27	14	10	13	22	13	11	12	12	102	25	31	39
										*							*	
Disapproved	22	6	6	6	0	30	7	4	17	46	15	19	18	8	100	20	12	40
Urban	13	6	3	5	4	30	12	8	20	26	12	14	8	11	103	27	26	49
										**			**					**
Rural	17	9	8	7	2	27	9	6	10	42	16	16	22	9	99	18	17	30

* Chi-square test between options significant at .01 level of confidence with 1 d.f.
** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.22

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 31 - Multiple options) "What did you do when your child refused to do what you wanted him to do?"
Response Options:

1. Physical punishment
2. Threaten, scold
3. Order
4. Moralize
5. Reason
6. Other-than-direct
7. No such problem
8. Other, N.A.
9. Deprivation of privilege

	Grade Three									Grade Six								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	8	14	8	1	11	2	2	6	7	4	10	8	1	15	5	2	5	6
Disapproved Males	18	15	12	1	14	3	1	2	13	8	16	8	1	14	5	1	4	15
Approved Females	8	8	10	0	14	2	5	1	6	4	8	10	0	10	6	6	1	9
Disapproved Females	19	9	14	3	10	2	3	2	13	7	12	7	1	13	2	2	8	10
Males	26	29	20	2	25	5	3	8	20	12	26	16	2	29	10	3	9	21
Females	27	17	24	3	24	4	8	3	19	11	20	17	1	23	8	8	9	19
Approved	16	22	18	1	25	4	7	7	13	8	18	18	1	25	11	8	6	15
Disapproved	37	24	26	4	24	5	4	4	26	15	28	15	2	27	7	3	12	25
Urban	24	25	22	3	24	4	8	6	23	10	22	17	3	27	6	5	13	21
Rural	29	21	22	2	25	5	3	5	16	13	24	16	0	25	12	6	5	19

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Table 5.22, Continued

Group	Grade Nine 1	2	3	4	5	6	7	8	9	All Three Grades 1	2	3	4	5	6	7	8	9
Approved Males	5	13	10	1	16	2	0	6	13	17	37	26	3	42	9	4	17	26
										**								**
Disapproved Males	5	16	11	1	13	6	2	3	14	31	47	31	3	41	14	4	9	42
Approved Females	1	9	5	0	13	5	9	5	7	13	25	25	0	37	13	20	7	22
										*						*		*
Disapproved Females	5	12	10	0	13	8	2	4	17	31	33	31	4	36	12	7	14	40
Males	10	29	21	2	29	8	2	9	27	48	84	57	6	83	23	8	26	68
											*					*		
Females	6	21	15	0	26	13	11	9	24	44	58	56	4	73	25	27	21	62
Approved	6	22	15	1	29	7	9	11	20	30	62	51	3	79	22	24	24	48
										*						**		*
Disapproved	10	28	21	1	26	14	4	7	31	62	80	62	7	77	26	11	23	82
Urban	8	21	16	2	26	10	7	11	32	42	68	55	8	77	20	20	30	76
																		**
Rural	8	29	20	0	29	11	6	7	19	50	74	58	2	79	28	15	17	54

* Chi-square test between options significant at .01 level of confidence with 1 d.f.
** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.23

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 17 - Single Option) "How much do you think a parent can influence how his child will grow up these days?"

Response Options:

1. Great amount of influence, majority
2. Qualified, very little
3. Depends on parents or situation
4. Miscellaneous, N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	25	2	1	4	23	5	1	3	28	2	0	2	76	9	2	9	8.834 **
Disapproved Males	26	4	1	1	18	11	2	1	19	9	0	4	63	24	3	6	
Approved Females	30	1	1	0	32	0	0	0	24	5	0	3	86	6	1	3	2.130
Disapproved Females	26	3	2	1	30	1	0	1	23	6	0	3	79	10	2	5	
Males	51	6	2	5	41	16	3	4	47	11	0	6	139	33	5	15	7.782
Females	57	4	2	1	57	1	0	6	45	12	0	7	159	17	2	14	
Approved	55	3	2	4	55	5	1	3	52	7	0	5	162	15	3	12	11.273 **
Disapproved	53	7	2	2	43	12	2	7	40	16	0	8	136	35	4	17	
Urban	57	3	1	3	53	3	2	6	50	5	0	9	160	11	3	18	19.137 *
Rural	51	7	3	3	45	14	1	4	42	18	0	4	138	39	4	11	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.24

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 29 - Multiple Options) "What are problems in dealing with the child when he has done something parent doesn't approve of?"
Response Options:

1. Controlling temper
2. Being fair
3. Other
4. No problem
5. N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades				
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Approved Males	5	6	6	13	4	4	7	7	14	3	9	2	3	19	1	18	15	16	46	8
Disapproved Males	10	8	4	13	2	10	6	7	12	2	11	5	10	8	4	** 31	19	21	33	8
Approved Females	6	4	4	20	0	6	4	5	16	2	3	1	6	20	3	15	9	15	56	5
Disapproved Females	7	7	5	16	1	9	6	5	10	6	8	5	2	16	3	24	18	12	42	10
Males	15	14	10	26	6	14	13	14	26	5	20	7	13	27	5	49	34	37	79	16
Females	13	11	9	36	1	15	10	10	26	8	11	6	8	36	6	39	27	27	** 98	15
Approved	11	10	10	33	4	10	11	12	30	5	12	3	9	39	4	33	24	31	102	13
Disapproved	17	15	9	29	3	19	12	12	22	8	19	10	12	24	7	** 55	37	33	* 75	18
Urban	16	15	11	27	4	14	11	14	24	9	15	5	13	27	9	45	31	38	78	22
Rural	12	10	8	35	3	15	12	10	28	4	16	8	8	36	2	43	30	26	* 99	** 9

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.25

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 30 - Multiple Options) "How did you feel when your child wouldn't do what you wanted him to do?"
Response Options:

1. Punitive, annoyed, angry
2. Guilty, rejected
3. Resigned, discouraged
4. Sympathetic, accepting
5. No problem
6. Other, N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	17	0	4	6	5	4	18	0	8	3	4	5
Disapproved Males	18	3	7	4	5	2	22	2	5	6	4	5
Approved Females	18	0	3	4	9	1	13	0	4	3	14	3
Disapproved Females	23	1	6	3	4	2	19	1	3	2	6	7
Males	35	3	11	10	10	6	40	2	13	9	8	10
Females	41	1	9	7	13	3	32	1	7	5	20	10
Approved	35	0	7	10	14	5	31	0	12	6	18	8
Disapproved	41	4	13	7	9	4	41	3	8	8	10	12
Urban	42	2	9	8	10	4	38	1	9	6	12	12
Rural	34	2	11	9	13	5	34	2	11	8	16	8

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Table 5.25, Continued

	Grade Nine						All Three Grades					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	21	0	3	5	6	3	56	0	15	14	15	12
								**				
Disapproved Males	19	3	8	5	2	5	59	8	20	15	11	12
Approved Females	12	2	4	5	10	4	43	2	11	12	33	8
							*				*	
Disapproved Females	21	1	7	3	4	6	63	3	16	8	14	15
Males	40	3	11	10	8	8	115	8	35	29	26	24
											*	
Females	33	3	11	8	14	10	106	5	27	20	47	23
Approved	33	2	7	10	16	7	99	2	26	26	48	20
							**	**			*	
Disapproved	40	4	15	8	6	11	122	11	36	23	25	27
Urban	37	3	8	6	12	14	117	6	26	20	34	30
Rural	36	3	14	12	10	4	104	7	36	29	39	17

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.26

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 26 - Multiple options) "What clubs or groups do you belong to?"
Response Options:
1. Character building, Scouts, Campfire, YMCA, etc.
2. Church groups, social or musical
3. Sports leagues, school teams, swimming classes, etc.
4. 4-H, Future Farmers, Future Homemakers, Co-op Teen Club
5. School clubs, musical organizations
6. Informal gangs
7. None
8. Other, N.A.

	Grade Three								Grade Six							
Group	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Approved Males	16	1	2	0	2	2	14	0	7	5	8	7	6	1	10	3
Disapproved Males	15	4	2	0	0	1	16	1	13	4	5	5	4	0	9	0
Approved Females	10	6	0	3	4	1	12	4	11	13	1	6	7	1	8	1
Disapproved Females	10	2	0	1	3	0	16	4	10	6	1	6	9	1	9	0
Males	31	5	4	0	2	3	30	1	20	9	13	12	10	1	19	3
Females	20	8	0	4	7	1	28	8	21	19	2	12	16	2	17	1
Approved	26	7	2	3	6	3	26	4	18	18	9	13	13	2	18	4
Disapproved	25	6	2	1	3	1	32	5	23	10	6	11	13	1	18	0
Urban	42	10	3	0	3	3	18	6	32	22	9	2	11	2	14	2
Rural	9	3	1	4	6	1	40	3	9	6	6	22	15	1	22	2

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Table 5.26, Continued

	Grade Nine								All Three Grades							
Group	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Approved Males	10	13	10	6	9	0	6	1	33	19	20	13	17	3	30	4
Disapproved Males	11	10	9	5	7	2	8	2	39	18	16	10	11	3	33	3
Approved Females	2	17	1	4	18	0	3	4	23	36	2	13	29	2	23	9
										**						
Disapproved Females	4	13	5	3	17	2	6	4	24	21	6	10	29	3	31	8
Males	21	23	19	11	16	2	14	3	72	37	36	23	28	6	63	7
									*	**	*		*			
Females	6	30	6	7	35	2	9	8	47	57	8	23	58	5	54	17
Approved	12	30	11	10	27	0	9	5	56	55	22	26	46	5	53	13
Disapproved	15	23	14	8	24	4	14	6	63	39	22	20	40	6	64	11
Urban	22	26	13	3	19	1	15	5	96	58	25	5	33	6	47	13
									*	**		*	**		**	
Rural	5	27	12	15	32	3	8	6	23	36	19	41	53	5	70	11

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.27

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 20 - Single Option) "When you are angry at a teacher, what do you do?"
Response Options:
1. Talk it over, try to understand, keep my temper
2. Ignore it, avoid her, leave
3. Look mean, argue, get back at her, fight
4. Do nothing
5. Other, N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades					Chi-square
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	for all 3 grades
Approved Males	3	2	3	15	9	2	3	0	18	9	4	6	3	17	2	9	11	6	50	20	18.236 *
Disapproved Males	1	2	7	16	6	0	5	12	11	4	7	4	9	10	2	8	11	28	37	12	
Approved Females	4	2	3	13	10	3	5	1	18	5	4	3	3	18	4	11	10	7	49	19	10.130 **
Disapproved Females	2	5	2	19	4	1	6	5	17	3	2	3	12	10	5	5	14	19	46	12	
Males	4	4	10	31	15	2	8	12	29	13	11	10	12	27	4	17	22	34	87	32	1.551
Females	6	7	5	32	14	4	11	6	35	8	6	6	15	28	9	16	24	26	95	31	
Approved	7	4	6	28	19	5	8	1	36	14	8	9	6	35	6	20	21	13	99	39	26.077 *
Disapproved	3	7	9	35	10	1	11	17	28	7	9	7	21	20	7	13	25	47	83	24	
Urban	4	4	5	35	16	3	9	10	31	11	8	6	11	30	9	15	19	26	96	36	4.564
Rural	6	7	10	28	13	3	10	8	33	10	9	10	16	25	4	18	27	34	86	27	

* Significant at .01 level of confidence with 4 d.f.

** Significant at .01 level of confidence with 4 d.f.

Table 5.28

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 26 - Multiple Options) "What did your child do at school you didn't approve of?"
Response Options:

1. Skip, tardy
2. Fighting, authority problem
3. Not doing well, level of interest
4. No problem
5. DK, N.A., other

	Grade Three					Grade Six					Grade Nine					All Three Grades				
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Approved Males	0	3	4	23	3	0	6	3	16	7	0	2	4	23	3	0	11	11	62	13
																**	*	*	*	
Disapproved Males	0	16	11	2	6	1	13	12	5	4	5	9	15	7	5	6	38	38	14	15
Approved Females	0	1	0	25	6	0	3	2	24	3	0	3	1	23	5	0	7	3	72	14
																**	*	*	*	
Disapproved Females	0	14	3	12	6	3	10	7	12	4	5	7	8	8	6	8	31	18	32	16
Males	0	19	15	25	9	1	19	15	21	11	5	11	19	30	8	6	49	49	76	28
																		*	*	
Females	0	15	3	37	12	3	13	9	36	7	5	10	9	31	11	8	38	21	104	30
Approved	0	4	4	48	9	0	9	5	40	10	0	5	5	46	8	0	18	14	134	27
																*	*	*	*	
Disapproved	0	30	14	14	12	4	23	19	17	8	10	16	23	15	11	14	69	56	46	31
Urban	0	16	9	32	11	3	12	12	28	12	5	7	14	34	10	8	35	35	94	33
																	**			
Rural	0	18	9	30	10	1	20	12	29	6	5	14	14	27	9	6	52	35	86	25

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.29

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 10 - Multiple Options) "What else besides the family has a favorable influence on your child?"
Response Options:

1. Church
2. School
3. Youth organizations
4. Relatives, associates
5. Miscellaneous
6. N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	26	25	3	14	6	0	28	19	7	10	6	0
Disapproved Males	19	21	9	15	4	1	24	21	12	8	1	1
Approved Females	27	27	3	13	6	1	27	20	9	12	2	0
Disapproved Females	21	20	4	9	3	3	23	21	6	13	1	0
Males	45	46	12	29	10	1	52	40	19	18	7	1
Females	48	47	7	22	9	4	50	41	15	25	3	0
Approved	53	52	6	27	12	1	55	39	16	22	8	0
Disapproved	40	41	13	24	7	4	47	42	18	21	2	1
Urban	41	49	15	25	13	1	50	39	16	26	7	1
Rural	52	44	4	26	6	4	52	42	18	17	3	0

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Table 5.29, Continued

	Grade Nine						All Three Grades					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	26	23	9	9	5	2	80 *	67	19 **	33	17	2
Disapproved Males	19	18	11	10	4	1	62	60	32	33	9	3
Approved Females	24	24	5	7	5	1	78	71	17	32	13	2
Disapproved Females	25	19	6	8	6	2	69	60	16	30	10	5
Males	45	41	20	19	9	3	142	127	51 **	66	26	5
Females	49	43	11	15	11	3	147	131	33	62	23	7
Approved	50	47	14	16	10	3	158 *	138	36	65	30	4
Disapproved	44	37	17	18	10	3	131	120	48	63	19	8
Urban	49	46	21	14	9	1	140	134	52 **	65	29	3
Rural	45	38	10	20	11	5	149	124	32	63	20	9

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.30

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 25 - Single Option) "When is it okay to break a rule around school?"

Response Options:

1. Emergency
2. Never
3. Other contingencies
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	4	21	7	0	5	23	4	0	5	24	2	1	14	68	13	1	4.811
Disapproved Males	3	24	4	1	2	26	3	1	1	26	4	1	6	76	11	3	
Approved Females	8	19	4	1	7	21	4	0	5	21	5	1	20	61	13	2	4.507
Disapproved Females	2	22	6	2	6	21	4	1	2	23	6	1	10	66	16	4	
Males	7	45	11	1	7	49	7	1	6	50	6	2	20	144	24	4	3.938
Females	10	41	10	3	13	42	8	1	7	44	11	2	30	127	29	6	
Approved	12	40	11	1	12	44	8	0	10	45	7	2	34	129	26	3	8.722 **
Disapproved	5	46	10	3	8	47	7	2	3	49	10	2	16	142	27	7	
Urban	5	48	9	2	12	44	6	2	8	46	9	1	25	138	24	5	0.564
Rural	12	38	12	2	8	47	9	0	5	48	8	3	25	133	29	5	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.31

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 28 - Multiple Options) "What did child do at school you didn't approve of?"

Response Options:

1. Skip, tardy
2. Fighting, authority problem
3. Not doing well, level of interest
4. No problem
5. DK, N.A., other

	Grade Three					Grade Six					Grade Nine					All Three Grades				
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Approved Males	0	5	2	17	8	1	2	5	16	9	0	3	3	25	1	1	10	10	58	18
																	*	*	*	
Disapproved Males	0	9	5	12	7	1	11	11	8	6	6	7	15	7	7	7	27	31	27	20
Approved Females	0	3	2	25	2	1	2	3	23	4	0	0	1	24	7	1	5	6	72	13
																	*	*	*	
Disapproved Females	0	11	6	12	4	2	6	6	12	8	5	4	7	12	7	7	21	19	36	19
Males	0	14	7	29	15	2	13	16	24	15	6	10	18	32	8	8	37	41	85	38
																		**	**	
Females	0	14	8	37	6	3	8	9	35	12	5	4	8	36	14	8	26	25	108	32
Approved	0	8	4	42	10	2	4	8	39	13	0	3	4	49	8	2	15	16	130	31
																*	*	*	*	
Disapproved	0	20	11	24	11	3	17	17	20	14	11	11	22	19	14	14	48	50	63	39
Urban	0	14	7	34	10	3	10	13	27	14	6	7	14	30	13	9	31	34	91	37
Rural	0	14	8	32	11	2	11	12	32	13	5	7	12	38	9	7	32	32	102	33

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.32

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 21 - Single Option) "Do you belong to a church?"
Response Options:
1. Belongs
2. Belonged in past
3. Never belonged, N.A.

	Grade Three			Grade Six			Grade Nine			All Three Grades			Chi-square
Group	1	2	3	1	2	3	1	2	3	1	2	3	for all 3 grades
Approved Males	31	0	1	31	0	1	30	1	1	92	1	3	1.050
Disapproved Males	29	0	3	30	0	2	30	1	1	89	1	6	
Approved Females	32	0	0	30	1	1	29	1	2	91	2	3	1.508
Disapproved Females	30	2	0	29	3	0	30	0	2	89	5	2	
Males	60	0	4	61	0	3	60	2	2	181	2	9	3.923
Females	62	2	0	59	4	1	59	1	4	180	7	5	
Approved	63	0	1	61	1	2	59	2	3	183	3	6	1.355
Disapproved	59	2	3	59	3	2	60	1	3	178	6	8	
Urban	62	0	2	63	1	0	61	1	2	186	2	4	5.684
Rural	60	2	2	57	3	4	58	2	4	175	7	10	

* Significant at .01 level of confidence with 2 d.f.

** Significant at .05 level of confidence with 2 d.f.

Table 5.33

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 22 - Single Option) "Do you attend church or Sunday School?"
Response Options:
1. Regularly
2. Irregularly
3. Attended at some time in the past, never, N.A.

	Grade Three			Grade Six			Grade Nine			All Three Grades			Chi-square
Group	1	2	3	1	2	3	1	2	3	1	2	3	for all 3 grades
Approved Males	27	3	2	28	3	1	27	3	2	82	9	5	2.452
Disapproved Males	21	7	4	25	4	3	27	3	2	73	14	9	
Approved Females	31	1	0	28	4	0	27	3	2	86	8	2	4.704
Disapproved Females	23	8	1	26	5	1	26	3	3	75	16	5	
Males	48	10	6	53	7	4	54	6	4	155	23	14	2.469
Females	54	9	1	54	9	1	53	6	5	161	24	7	
Approved	58	4	2	56	7	1	54	6	4	168	17	7	7.195 **
Disapproved	44	15	5	51	9	4	53	6	5	148	30	14	
Urban	53	8	3	60	3	1	59	2	3	172	13	7	14.197 *
Rural	49	11	4	47	13	4	48	10	6	144	34	14	

* Significant at .01 level of confidence with 2 d.f.
** Significant at .05 level of confidence with 2 d.f.

Table 5.34

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 31 - Single Option) "Do you belong to a church?"
Response Options:
1. Belongs
2. Belonged to a church in the past
3. Never belonged, N.A.

	Grade Three			Grade Six			Grade Nine			All Three Grades			Chi-square
Group	1	2	3	1	2	3	1	2	3	1	2	3	for all 3 grades
Approved Males	29	3	0	29	3	0	30	2	0	88	8	0	9.207 *
Disapproved Males	26	4	2	26	2	4	25	5	2	77	11	8	
Approved Females	32	0	0	30	1	1	29	1	2	91	2	3	3.941
Disapproved Females	29	2	1	29	3	0	28	3	1	86	8	2	
Males	55	7	2	55	5	4	55	7	2	165	19	8	3.906
Females	61	2	1	59	4	1	57	4	3	177	10	5	
Approved	61	3	0	59	4	1	59	3	2	179	10	3	7.311 **
Disapproved	55	6	3	55	5	4	53	8	3	163	19	10	
Urban	60	3	1	61	2	1	58	5	1	179	10	3	7.311 **
Rural	56	6	2	53	7	4	54	6	4	163	19	10	

* Significant at .01 level of confidence with 2 d.f.

** Significant at .05 level of confidence with 2 d.f.

Table 5.35

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 32 - Single Option) "Do you attend church?"
Response Options:
1. Regularly
2. Irregularly
3. Attended at some time in the past
4. Never attended, N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	26	3	3	0	24	6	2	0	24	6	2	0	74	15	7	0	7.643
Disapproved Males	20	7	3	2	15	11	3	3	26	4	2	0	61	22	8	5	
Approved Females	24	6	2	0	19	11	2	0	28	1	2	1	71	18	6	1	2.515
Disapproved Females	16	12	3	1	22	7	3	0	23	6	2	1	61	25	8	2	
Males	46	10	6	2	39	17	5	3	50	10	4	0	135	37	15	5	1.018
Females	40	18	5	1	41	18	5	0	51	7	4	2	132	43	14	3	
Approved	50	9	5	0	43	17	4	0	52	7	4	1	145	33	13	1	1.242
Disapproved	36	19	6	3	37	18	6	3	49	10	4	1	122	47	16	7	
Urban	48	9	6	1	45	15	3	1	56	5	3	0	149	29	12	2	4.511
Rural	38	19	5	2	35	20	7	2	45	12	5	2	118	51	17	6	

* Significant at .01 level of confidence with 3 d.f.
** Significant at .05 level of confidence with 3 d.f.

Table 5.36

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 33 - Single Option) "When was the last time you attended church?"

Response Options:

1. During past week
2. During past month
3. During past six months
4. Over six months ago
5. Year or more ago
6. Many years ago, never or N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	21	8	1	0	1	1	21	7	3	0	0	1
Disapproved Males	16	7	1	3	3	2	15	5	5	2	1	4
Approved Females	23	6	2	0	1	0	16	9	5	1	1	0
Disapproved Females	12	8	6	1	3	2	20	5	1	3	2	1
Males	37	15	2	3	4	3	36	12	8	2	1	5
Females	35	14	8	1	4	2	36	14	6	4	3	1
Approved	44	14	3	0	2	1	37	16	8	1	1	1
Disapproved	28	15	7	4	6	4	35	10	6	5	3	5
Urban	38	15	3	0	6	2	43	9	7	3	1	1
Rural	34	14	7	4	2	3	29	17	7	3	3	5

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Table 5.36, Continued

	Grade Nine						All Three Grades						Chi-square
Group	1	2	3	4	5	6	1	2	3	4	5	6	for all 3 grades
Approved Males	23	4	3	0	1	1	65	19	7	0	2	3	9.507
Disapproved Males	21	9	0	0	1	1	52	21	6	5	5	7	
Approved Females	25	4	0	0	1	2	64	19	7	1	3	2	7.624
Disapproved Females	19	5	4	2	1	1	51	18	11	6	6	4	
Males	44	13	3	0	2	2	117	40	13	5	7	10	2.624
Females	44	9	4	2	2	3	115	37	18	7	9	6	
Approved	48	8	3	0	2	3	129	38	14	1	5	5	16.050 *
Disapproved	40	14	4	2	2	2	103	39	17	11	11	11	
Urban	50	9	2	1	2	0	131	33	12	4	9	3	14.865 **
Rural	38	13	5	1	2	5	101	44	19	8	7	13	

* Significant at .01 level of confidence with 5 d.f.

** Significant at .05 level of confidence with 5 d.f.

Table 5.37

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 33 - Single Option) "Do you belong to a church?"
Response Options:

1. Belongs
2. Belonged to a church in the past
3. Never belonged
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	23	4	1	4	23	2	4	3	27	2	2	1	73	8	7	8	1.307
Disapproved Males	23	3	4	2	19	7	5	1	25	2	0	5	67	12	9	8	
Approved Females	30	0	2	0	24	4	4	0	27	2	0	3	81	6	6	3	7.487
Disapproved Females	29	2	0	1	21	4	0	7	24	3	2	3	74	9	2	11	
Males	46	7	5	6	42	9	9	4	52	4	2	6	140	20	16	16	4.277
Females	59	2	2	1	45	8	4	7	51	5	2	6	155	15	8	14	
Approved	53	4	3	4	47	6	8	3	54	4	2	4	154	14	13	11	4.273
Disapproved	52	5	4	3	40	11	5	8	49	5	2	8	141	21	11	19	
Urban	52	5	3	4	46	8	3	7	53	1	1	9	151	14	7	20	9.066 **
Rural	53	4	4	3	41	9	10	4	50	8	3	3	144	21	17	10	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.38

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 34 - Single Option) "Do you attend church?"
Response Options:

1. Regularly
2. Irregularly
3. Attended at some time in the past
4. Never attended
5. N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades					Chi-square
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	for all 3 grades
Approved Males	19	6	3	0	4	19	9	0	1	3	19	8	3	1	1	57	23	6	2	8	8.879
Disapproved Males	13	9	7	2	1	9	13	6	3	1	18	7	3	0	4	40	29	16	5	6	
Approved Females	24	4	3	1	0	14	13	2	2	1	21	5	3	0	3	59	22	8	3	4	5.303
Disapproved Females	18	11	2	0	1	17	4	5	0	6	18	4	6	1	3	53	19	13	1	10	
Males	32	15	10	2	5	28	22	6	4	4	37	15	6	1	5	97	52	22	7	14	3.219
Females	42	15	5	1	1	31	17	7	2	7	39	9	9	1	6	112	41	21	4	14	
Approved	43	10	6	1	4	33	22	2	3	4	40	13	6	1	4	116	45	14	5	12	8.522
Disapproved	31	20	9	2	2	26	17	11	3	7	36	11	9	1	7	93	48	29	6	16	
Urban	40	12	7	2	3	34	18	4	1	7	42	10	2	1	9	116	40	13	4	19	4.771
Rural	34	18	8	1	3	25	21	9	5	4	34	14	13	1	2	93	53	30	7	9	

* Significant at .01 level of confidence with 4 d.f.

** Significant at .05 level of confidence with 4 d.f.

Table 5.39

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 35 - Single option) "When was the last time you attended church?"
Response Options:

1. During past week	5. Year or more ago
2. During past month	6. Many years ago
3. During past six months	7. Never
4. Over six months ago	8. N.A.

	Grade Three								Grade Six							
Group	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Approved Males	18	3	2	2	1	2	0	4	15	8	3	0	1	1	1	3
Disapproved Males	12	4	5	1	2	6	1	1	7	5	7	4	1	6	1	1
Approved Females	21	5	2	1	1	2	0	0	12	7	6	2	1	3	1	0
Disapproved Females	13	9	4	2	2	1	0	1	13	7	1	1	1	3	0	6
Males	30	7	7	3	3	8	1	5	22	13	10	4	2	7	2	4
Females	34	14	6	3	3	3	0	1	25	14	7	3	2	6	1	6
Approved	39	8	4	3	2	4	0	4	27	15	9	2	2	4	2	3
Disapproved	25	13	9	3	4	7	1	2	20	12	8	5	2	9	1	7
Urban	37	8	4	2	3	7	0	3	28	13	9	3	2	2	1	6
Rural	27	13	9	4	3	4	1	3	19	14	8	4	2	11	2	4

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Table 5.39, Continued

Group	Grade Nine 1	2	3	4	5	6	7	8	All Three Grades 1	2	3	4	5	6	7	8	Chi-square for all 3 grades
Approved Males	20	4	3	0	0	3	1	1	53	15	8	2	2	6	2	8	11.469
Disapproved Males	15	8	3	1	0	1	0	4	34	17	15	6	3	13	2	6	
Approved Females	18	6	2	2	0	1	0	3	51	18	10	5	2	6	1	3	6.273
Disapproved Females	16	3	2	2	3	3	0	3	42	19	7	5	6	7	0	10	
Males	35	12	6	1	0	4	1	5	87	32	23	8	5	19	4	14	5.339
Females	34	9	4	4	3	4	0	6	93	37	17	10	8	13	1	13	
Approved	38	10	5	2	0	4	1	4	104	33	18	7	4	12	3	11	10.823
Disapproved	31	11	5	3	3	4	0	7	76	36	22	11	9	20	2	16	
Urban	37	11	4	1	0	1	1	9	102	32	17	6	5	10	2	18	14.854**
Rural	32	10	6	4	3	7	0	2	78	37	23	12	8	22	3	9	

* Significant at .01 level of confidence with 7 d.f.

** Significant at .05 level of confidence with 7 d.f.

Table 5.40

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 14 - Multiple Options) "What else besides the family has a favorable influence on your child?"
Response Options:

1. Church
2. School
3. Youth organizations
4. Relatives, associates
5. Miscellaneous
6. N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	12	14	3	15	2	5	17	18	6	11	5	4
Disapproved Males	16	20	8	11	5	1	16	15	10	8	6	2
Approved Females	23	24	4	10	7	2	23	21	10	10	0	1
Disapproved Females	19	18	7	11	6	2	15	21	5	5	5	6
Males	28	34	11	26	7	6	33	33	16	19	11	6
Females	42	42	11	21	13	4	38	42	15	15	5	7
Approved	35	38	7	25	9	7	40	39	16	21	5	5
Disapproved	35	38	15	22	11	3	31	36	15	13	11	8
Urban	34	39	13	27	10	5	35	37	15	16	10	9
Rural	36	37	9	20	10	5	36	38	16	18	6	4

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Table 5.40, Continued

Group	Grade Nine 1	2	3	4	5	6	All Three Grades 1	2	3	4	5	6
Approved Males	23	19	7	10	11	2	52	51	16	36	18	11
Disapproved Males	13	15	6	9	10	4	45	50	24	28	21	7
Approved Females	19	21	7	8	1	4	65	66	21	28	8	7
							**					
Disapproved Females	15	17	6	9	3	5	49	56	18	25	14	13
Males	36	34	13	19	21	6	97	101	40	64	39	18
								**			**	
Females	34	38	13	17	4	9	114	122	39	53	22	20
Approved	42	40	14	18	12	6	117	117	37	64	26	18
							**					
Disapproved	28	32	12	18	13	9	94	106	42	53	35	20
Urban	35	32	14	23	11	11	104	108	42	66	31	25
Rural	35	40	12	13	14	4	107	115	37	51	30	13

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.41

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 15 - Single Option) "Think of the grown-ups that you know. When you grow up, which one would you most like to be like?"

Response Options:
Boy: 1. Father
2. Male relative
3. Male, unrelated
4. Boy friend or brother
5. Mother or other female figure
6. N.A.
Girl: 1. Mother
2. Female relative
3. Female, unrelated
4. Girl friend or sister
5. Father or other male figure
6. N.A.

	Grade Three						Grade Six					
Group	1	2	3	4	5	6	1	2	3	4	5	6
Approved Males	15	3	6	1	5	2	18	2	4	1	3	4
Disapproved Males	13	3	5	5	2	4	9	8	8	0	4	3
Approved Females	21	5	4	1	1	0	16	3	8	2	0	3
Disapproved Females	12	4	10	3	3	0	16	5	4	0	6	1
Males	28	6	11	6	7	6	27	10	12	1	7	7
Females	33	9	14	4	4	0	32	8	12	2	6	4
Approved	36	8	10	2	6	2	34	5	12	3	3	7
Disapproved	25	7	15	8	5	4	25	13	12	0	10	4
Urban	32	9	13	2	6	2	35	10	11	0	2	6
Rural	29	6	12	8	5	4	24	8	13	3	11	5

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Table 5.41, Continued

Group	Grade Nine 1	2	3	4	5	6	All Three Grades 1	2	3	4	5	6	Chi-square for all 3 grades
Approved Males	13	8	5	0	1	5	46	13	15	2	9	11	5.866
Disapproved Males	10	5	8	1	3	5	32	16	21	6	9	12	
Approved Females	12	6	8	1	1	4	49	14	20	4	2	7	12.426 **
Disapproved Females	10	7	6	0	6	3	38	16	20	3	15	4	
Males	23	13	13	1	4	10	78	29	36	8	18	23	5.042
Females	22	13	14	1	7	7	87	30	40	7	17	11	
Approved	25	14	13	1	2	9	95	27	35	6	11	18	10.231
Disapproved	20	12	14	1	9	8	70	32	41	9	24	16	
Urban	23	14	13	0	4	10	90	33	37	2	12	18	13.888 **
Rural	22	12	14	2	7	7	75	26	39	13	23	16	

* Significant at .01 level of confidence with 5 d.f.
** Significant at .05 level of confidence with 5 d.f.

Table 5.42

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 13 - Single Option) "Tell me as many things about grown-ups as you can think of."

Response Options:

1. Positive relationship with adults implied
2. Ambivalent negative and positive relation implied
3. Strongly negative relationship
4. Neutral non-evaluative relationship
5. No relationship implied or N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades					Chi-square
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	for all 3 grades
Approved Males	18	6	1	4	3	16	9	0	6	1	17	9	0	6	0	51	24	1	16	4	12.096 **
Disapproved Males	14	5	3	6	4	13	5	4	6	4	12	10	7	3	0	39	20	14	15	8	
Approved Females	20	6	1	3	2	22	5	1	2	2	16	8	3	5	0	58	19	5	10	4	15.688 *
Disapproved Females	10	10	0	10	2	12	8	5	7	0	10	9	7	4	2	32	27	12	21	4	
Males	32	11	4	10	7	29	14	4	12	5	29	19	7	9	0	90	44	15	31	12	0.969
Females	30	16	1	13	4	34	13	6	9	2	26	17	10	9	2	90	46	17	31	8	
Approved	38	12	2	7	5	38	14	1	8	3	33	17	3	11	0	109	43	6	26	8	23.113 *
Disapproved	24	15	3	16	6	25	13	9	13	4	22	19	14	7	2	71	47	26	36	12	
Urban	35	11	1	12	5	32	12	7	7	6	26	22	8	8	0	93	45	16	27	11	1.432
Rural	27	16	4	11	6	31	15	3	14	1	29	14	9	10	2	87	45	16	35	9	

* Significant at .01 level of confidence with 4 d.f.

** Significant at .05 level of confidence with 4 d.f.

Table 5.43

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 14 - Single Option) "Evaluation of adults (standards and ethics, non-relations to kids).
Response Options:
1. Good, reliable, right, mostly good
2. Mixed, bad and good, more bad than good
3. Neutral, just different
4. No evaluation, N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	26	3	2	1	24	2	5	1	22	2	6	2	72	7	13	4	11.551 *
Disapproved Males	18	6	4	4	15	6	8	3	19	8	3	2	52	20	15	9	
Approved Females	26	3	3	0	25	1	3	3	22	2	5	3	73	6	11	6	10.389 **
Disapproved Females	18	6	3	3	21	7	3	1	18	9	3	3	57	22	9	7	
Males	44	9	6	5	39	8	13	4	41	10	9	4	124	27	28	13	1.642
Females	46	9	6	3	46	8	6	4	40	11	8	5	132	28	20	12	
Approved	52	6	5	1	49	3	8	4	44	4	11	5	145	13	24	10	20.807 *
Disapproved	38	12	7	7	36	13	11	4	37	17	6	4	111	42	24	15	
Urban	50	6	3	5	48	7	4	5	44	10	6	4	142	23	13	14	14.979 *
Rural	40	12	9	3	37	9	15	3	37	11	11	5	114	32	35	11	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.44

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 42 - Single option) "How long do you watch it?"
Response Options:

1. 1 hour
2. 2 hours
3. 3 hours
4. 4 hours
5. 5 hours
6. 6 hours
7. 7, 8, 9 hours
8. 10, 11, 12 hours
9. N.A.

	Grade Three									Grade Six								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	7	13	6	2	1	2	0	0	1	8	9	11	0	2	0	0	0	2
Disapproved Males	3	8	11	7	1	1	1	0	0	2	9	10	6	2	2	0	1	0
Approved Females	13	8	5	6	0	0	0	0	0	3	11	6	4	3	3	0	0	2
Disapproved Females	6	8	6	8	1	1	0	0	2	6	6	4	7	5	1	1	1	1
Males	10	21	17	9	2	3	1	0	1	10	18	21	6	4	2	0	1	2
Females	19	16	11	14	1	1	0	0	2	9	17	10	11	8	4	1	1	3
Approved	20	21	11	8	1	2	0	0	1	11	20	17	4	5	3	0	0	4
Disapproved	9	16	17	15	2	2	1	0	2	8	15	14	13	7	3	1	2	1
Urban	15	25	15	5	2	1	0	0	1	11	15	16	10	8	2	1	0	1
Rural	14	12	13	18	1	3	1	0	2	8	20	15	7	4	4	0	2	4

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Table 5.44, Continued

	Grade Nine									All Three Grades								
Group	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approved Males	9	14	5	1	0	0	1	0	2	24 *	36	22	3 *	3	2	1	0	5
Disapproved Males	2	11	6	6	3	1	1	0	2	7	28	27	19	6	4	2	1	2
Approved Females	13	12	5	1	0	0	0	0	1	29	31	16	11	3	3	0	0	3
Disapproved Females	7	11	7	4	1	2	0	0	0	19	25	17	19	7	4	1	1	3
Males	11	25	11	7	3	1	2	0	4	31 **	64	49	22	9	6	3	1	7
Females	20	23	12	5	1	2	0	0	1	48	56	33	30	10	7	1	1	6
Approved	22	26	10	2	0	0	1	0	3	53 *	67	38	14 *	6	5	1	0	8
Disapproved	9	22	13	10	4	3	1	0	2	26	53	44	38	13	8	3	2	5
Urban	22	23	8	3	1	2	1	0	4	48 **	63	39	18 **	11	5	2	0	6
Rural	9	25	15	9	3	1	1	0	1	31	57	43	34	8	8	2	2	7

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.45

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 45 - Multiple Options) "What do you do when the TV isn't working?"
Response Options:

1. General family activity
2. Read
3. Play
4. Listen to radio, records
5. Watch neighbor's TV
6. Homework
7. Other, N.A.

	Grade Three							Grade Six						
Group	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Approved Males	2	6	23	2	3	0	5	1	12	14	4	0	5	9
Disapproved Males	0	2	24	5	1	1	6	1	9	14	8	0	4	9
Approved Females	2	10	19	2	1	2	9	3	21	8	8	0	7	7
Disapproved Females	0	7	12	7	3	2	10	3	11	10	10	1	7	7
Males	2	8	17	7	4	1	11	2	21	28	12	0	9	18
Females	2	17	31	9	4	4	19	6	32	18	18	1	14	14
Approved	4	16	42	4	4	2	14	4	33	22	12	0	12	16
Disapproved	0	9	36	12	4	3	16	4	20	24	18	1	11	16
Urban	2	16	41	7	4	3	14	3	27	20	15	1	13	16
Rural	2	9	37	9	4	2	16	5	26	26	15	0	10	16

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Table 5.45, Continued

Group	Grade Nine 1	2	3	4	5	6	7	All Three Grades 1	2	3	4	5	6	7
Approved Males	4	15	9	8	0	12	8	7	33	46	14	3	17	22
									**					
Disapproved Males	1	8	9	9	2	5	10	2	19	47	22	3	10	25
Approved Females	1	14	1	12	0	7	8	6	45	28	22	1	16	24
Disapproved Females	2	16	3	15	0	7	7	5	34	25	32	4	16	24
Males	5	23	18	17	2	17	18	9	52	93	36	6	27	47
									*	*	**			
Females	3	30	4	27	0	14	15	11	79	53	54	5	32	48
Approved	5	29	10	20	0	19	16	13	78	74	36	4	33	46
									*		**			
Disapproved	3	24	12	24	2	12	17	7	53	72	54	7	26	49
Urban	4	26	11	26	0	18	16	9	69	72	48	5	34	46
Rural	4	27	11	18	2	13	17	11	62	74	42	6	25	49

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.46
Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 25 - Multiple options) "How do you spend your spare time?"

Response Options:
1. Special projects - Scouts, 4-H, collections, models, etc.
2. Arts, drawing, domestic arts
3. Outdoor sports, play, hike, ride bike
4. Indoor games, watch TV, talk, play records
5. Read
6. Movies, dances, parties
7. Remunerative work away from home
8. Driving, standing, hanging around
9. Nothing
10. Other

	Grade Three										Grade Six									
Group	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Approved Males	8	4	27	18	10	0	2	0	0	3	8	0	26	14	10	0	13	0	0	8
Disapproved Males	1	0	24	21	2	1	2	0	1	5	9	2	21	16	7	1	16	4	0	6
Approved Females	2	6	17	21	12	0	0	0	0	6	1	9	15	18	21	5	8	0	0	7
Disapproved Females	4	10	21	15	15	0	2	0	0	5	1	11	20	20	13	3	12	1	0	9
Males	9	4	51	39	12	1	4	0	1	8	17	2	47	30	17	1	29	4	0	14
Females	6	16	38	36	27	0	2	0	0	11	2	20	35	38	34	8	20	1	0	16
Approved	10	10	44	39	22	0	2	0	0	9	9	9	41	32	31	5	21	0	0	15
Disapproved	5	10	45	36	17	1	4	0	1	10	10	13	41	36	20	4	28	5	0	15
Urban	8	13	51	40	21	1	3	0	0	8	13	10	37	36	28	5	26	4	0	14
Rural	7	7	38	35	18	0	3	0	1	11	6	12	45	32	23	4	23	1	0	16

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Table 5.46, Continued

Group	Grade Nine 1	2	3	4	5	6	7	8	9	10	All Three Grades 1	2	3	4	5	6	7	8	9	10
Approved Males	11	1	25	14	16	7	19	0	0	6	27	5	78**	46	36*	7	34	0**	0	17
Disapproved Males	8	1	20	18	1	7	15	3	0	10	18	3	65	55	10	9	33	7	1	21
Approved Females	5	7	11	17	18	6	12	0	0	11	8	22	43	56	51	11	20**	0	0	29
Disapproved Females	1	6	14	18	12	9	19	2	0	7	6	27	55	53	40	12	33	3	0	21
Males	19	2	45	32	17	14	34	3	0	16	45*	8*	143*	101	46*	16	67	7	1	38
Females	6	13	25	35	30	15	31	2	0	18	14	49	98	109	91	23	53	3	0	45
Approved	16	8	36	31	34	13	31	0	0	17	35	27	121	102	87*	18	54	0*	0	41
Disapproved	9	7	34	36	13	16	34	5	0	17	24	30	120	108	50	21	66	10	1	42
Urban	13	6	35	29	21	16	34	1	0	21	34	29	123	105	70	22	63	5	0	43
Rural	12	9	35	38	26	13	31	4	0	13	25	28	118	105	67	17	57	5	1	40

* Chi-square test between options significant at .01 level of confidence with 1 d.f.
** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.47

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 35 - Single Option) "Do you have dates?"
Response Options:
1. Yes
2. No
3. Father and/or mother forbids, father and/or mother too strict, not interested
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	0	9	1	22	1	25	1	5	5	27	0	0	6	61	2	27	9.736 **
Disapproved Males	0	13	2	17	2	26	0	4	19	12	0	1	21	51	2	22	
Approved Females	0	9	2	21	2	25	0	5	7	24	1	0	9	58	3	26	9.105**
Disapproved Females	0	8	7	17	1	28	1	2	20	12	0	0	21	48	8	19	
Males	0	22	3	39	3	51	1	9	24	39	0	1	27	112	4	49	3.760
Females	0	17	9	38	3	53	1	7	27	36	1	0	30	106	11	45	
Approved	0	18	3	43	3	50	1	10	12	51	1	0	15	119	5	53	17.823 *
Disapproved	0	21	9	34	3	54	1	6	39	24	0	1	42	99	10	41	
Urban	0	11	10	43	2	52	2	8	26	36	1	1	28	99	13	52	8.648 **
Rural	0	28	2	34	4	52	0	8	25	39	0	0	29	119	2	42	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.48

Responses of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Child 36 - Single Option) "How often?" (Dating)
Response Options:
1. Weekly
2. Monthly
3. Yearly
4. N.A.

	Grade Three				Grade Six				Grade Nine				All Three Grades				Chi-square
Group	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	for all 3 grades
Approved Males	0	0	0	32	0	1	0	31	2	1	2	27	2	2	2	90	13.458 *
Disapproved Males	0	0	0	32	1	1	0	30	9	10	1	12	10	11	1	74	
Approved Females	0	0	0	32	0	1	1	30	4	3	0	25	4	4	1	87	6.631
Disapproved Females	0	0	0	32	1	0	0	31	13	4	2	13	14	4	2	76	
Males	0	0	0	64	1	2	0	61	11	11	3	39	12	13	3	164	2.393
Females	0	0	0	64	1	1	1	61	17	7	2	38	18	8	3	163	
Approved	0	0	0	64	0	2	1	61	6	4	2	52	6	6	3	177	16.886 *
Disapproved	0	0	0	64	2	1	0	61	22	14	3	25	24	15	3	150	
Urban	0	0	0	64	1	1	0	62	13	11	1	39	14	12	1	165	3.256
Rural	0	0	0	64	1	2	1	60	15	7	4	38	16	9	5	162	

* Significant at .01 level of confidence with 3 d.f.
** Significant at .05 level of confidence with 3 d.f.

Table 5.49

Responses of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Mother 11 - Multiple Options) "What individuals, groups, and organizations have an influence on your child in ways you don't approve of?"

Response Options:
1. Associates, schoolmates
2. TV, comics, movies
3. Other influences
4. No bad influences
5. N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades				
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Approved Males	9	3	1	21	0	0	1	2	28	1	3	0	1	28	0	12 *	4	4	77 *	1
Disapproved Males	12	1	3	16	1	12	0	6	15	1	14	0	1	18	0	38	1	10	49	2
Approved Females	7	3	0	24	0	7	1	0	26	0	5	1	1	26	0	19	5	1	76	0
Disapproved Females	5	2	4	22	2	3	1	1	26	1	11	1	1	18	2	19	4	6	66	5
Males	21	4	4	37	1	12	1	8	43	2	17	0	2	46	0	50	5	14	126	3
Females	12	5	4	46	2	10	2	1	52	1	16	2	2	44	2	38	9	7	142	5
Approved	16	6	1	45	0	7	2	2	54	1	8	1	2	54	0	31 *	9	5 **	153 *	1
Disapproved	17	3	7	38	3	15	1	7	41	2	25	1	2	36	2	57	5	16	115	7
Urban	15	3	5	42	1	11	2	7	45	2	14	2	3	47	1	40	7	15	134	4
Rural	18	6	3	41	2	11	1	2	50	1	19	0	1	43	1	48	7	6	134	4

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.50

Responses of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Question: (Father 15 - Multiple Options) "What individuals, groups, and organizations have an influence on your child in ways you don't approve of?"

Response Options:

1. Associates, schoolmates
2. TV, comics, movies
3. Other influences
4. No bad influences
5. N.A.

	Grade Three					Grade Six					Grade Nine					All Three Grades				
Group	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Approved Males	2	0	4	22	4	1	0	2	24	5	2	0	2	27	1	5 *	0	8	73 **	10
Disapproved Males	9	2	2	20	2	7	0	3	20	3	10	0	2	16	5	26	2	7	56	10
Approved Females	4	3	1	24	0	3	1	2	26	0	4	1	3	21	4	11	5	6	71	4 **
Disapproved Females	6	0	3	22	2	3	0	0	21	8	10	3	3	17	3	19	3	6	60	13
Males	11	2	6	42	6	8	0	5	44	8	12	0	4	43	6	31	2	15	129	20
Females	10	3	4	46	2	6	1	2	47	8	14	4	6	38	7	30	8	12	131	17
Approved	6	3	5	46	4	4	1	4	50	5	6	1	5	48	5	16 *	5	14	144 *	14
Disapproved	15	2	5	42	4	10	0	3	41	11	20	3	5	33	8	45	5	13	116	23
Urban	13	2	4	43	3	9	1	2	44	8	14	1	4	38	9	36	4	10	125	20
Rural	8	3	6	45	5	5	0	5	47	8	12	3	6	43	4	25	6	17	135	17

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Table 5.51

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 60 - Single Option) "If you wanted a car and were told by your parents that you couldn't have one, what would you think about this?"

Response Options:

1. Think they knew best & will agree later
2. Think they are mean to me
3. Think they don't understand me; old fashioned
4. Other, N.A.

	Grade Nine				
Group	1	2	3	4	Chi-square
Approved Males	18	2	1	11	4.926
Disapproved Males	14	5	5	8	
Approved Females	18	0	1	13	14.813 *
Disapproved Females	8	9	4	11	
Males	32	7	6	19	1.542
Females	26	9	5	24	
Approved	36	2	2	24	17.415 *
Disapproved	22	14	9	19	
Urban	30	4	5	25	5.299
Rural	28	12	6	18	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.52

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 52 - Single Option) "At what age should a girl be allowed to drive on her own?"
Response Options:
1. 16 years or before
2. 17 years
3. 18 years
4. 19-20 years, when parents permit, or don't know, N.A.

	Grade Nine				
Group	1	2	3	4	Chi-square
Approved Males	14	6	5	7	2.889
Disapproved Males	18	8	2	4	
Approved Females	15	3	8	6	6.732 **
Disapproved Females	23	4	4	1	
Males	32	14	7	11	4.507
Females	38	7	12	7	
Approved	29	9	13	13	8.620 **
Disapproved	41	12	6	5	
Urban	31	10	9	14	6.570
Rural	39	11	10	4	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.53

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 51 - Single option) "At what age should a boy be allowed to drive on his own?"
Response Options:
1. 16 years or before
2. 17 years
3. 18 years
4. 19-20 years, when parents permit, or Don't know, N.A.

	Grade Nine				
Group	1	2	3	4	Chi-square
Approved Males	14	6	5	7	7.975 **
Disapproved Males	23	6	2	1	
Approved Females	11	9	5	7	6.612
Disapproved Females	21	6	2	3	
Males	37	12	7	8	0.918
Females	32	15	7	10	
Approved	25	15	10	14	19.616 *
Disapproved	46	12	4	4	
Urban	27	14	8	15	11.583 *
Rural	42	13	6	3	

* Significant at .01 level of confidence with 3 d.f.
** Significant at .05 level of confidence with 3 d.f.

Table 5.54

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 48 - Single Option) "Do you want to own a car?"
Response Options:
1. Yes
2. No, N.A.

	Grade Nine		
Group	1	2	Chi-square
Approved Males	24	8	1.756
Disapproved Males	29	3	
Approved Females	19	13	6.750 *
Disapproved Females	29	3	
Males	53	11	.751
Females	48	16	
Approved	43	21	9.199 *
Disapproved	58	6	
Urban	46	18	3.004
Rural	55	9	

* Significant at .01 level of confidence with 1 d.f.
** Significant at .05 level of confidence with 1 d.f.

Table 5.55

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 53 - Single Option) "Do any of your friends have cars?"
Response Options:
1. Yes
2. No or N.A.

	Grade Nine		
Group	1	2	Chi-square
Approved Males	9	23	4.100
Disapproved Males	18	14	
Approved Females	9	23	4.100
Disapproved Females	18	14	
Males	27	37	
Females	27	37	
Approved	18	46	9.257 *
Disapproved	36	28	
Urban	21	43	3.876 **
Rural	33	31	

* Significant at .01 level of confidence with 1 d.f.
** Significant at .05 level of confidence with 1 d.f.

Table 5.56

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 54 - Single option) "How many friends have cars?"
Response Options:
1. One or two
2. Many, most, or all of them
3. None of them
4. N.A.

	Grade Nine				
Group	1	2	3	4	Chi-square
Approved Males	3	6	18	5	8.236 **
Disapproved Males	10	9	12	1	
Approved Females	6	3	17	6	5.379
Disapproved Females	7	10	13	2	
Males	13	15	30	6	0.428
Females	13	13	30	8	
Approved	9	9	35	11	12.271 *
Disapproved	17	19	25	3	
Urban	12	7	37	8	10.706 **
Rural	14	21	23	6	

* Significant at .01 level of confidence with 3 d.f.

** Significant at .05 level of confidence with 3 d.f.

Table 5.57

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 55 - Single Option) "About how much time do you spend a day riding around in a car?"
Response Options:

1. Less than 1 hour
2. About 1 hour
3. About 2, 3, or 4 hours
4. About 5 or 6 hours or more or infrequently
5. None
6. N.A.

	Grade Nine						
Group	1	2	3	4	5	6	Chi-square
Approved Males	8	0	0	7	14	3	12.516
Disapproved Males	8	2	4	12	6	0	
Approved Females	6	0	0	9	15	2	12.236
Disapproved Females	7	5	3	8	7	2	
Males	16	2	4	19	20	3	4.757
Females	13	5	3	17	22	4	
Approved	14	0	0	16	29	5	22.672 *
Disapproved	15	7	7	20	13	2	
Urban	14	2	2	13	26	7	18.135 **
Rural	15	5	5	23	16	0	

* Significant at .01 level of confidence with 5 d.f.

** Significant at .05 level of confidence with 5 d.f.

Table 5.58

Responses of 128 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Question: (Child 56 - Multiple Options) "Where do you go?" (Car question)

Response Options:

1. Nowhere in particular
2. Sideroads in country, on highways, to other towns, all over town & country
3. Around downtown area
4. Other, N.A.

	Grade Nine				
Group	1	2	3	4	Chi-square
Approved Males	1	2	5	26	11.993 *
Disapproved Males	5	5	12	12	
Approved Females	0	2	3	27	11.414 *
Disapproved Females	5	6	7	16	
Males	6	7	17	38	2.781
Females	5	8	10	43	
Approved	1	4	8	53	22.828 *
Disapproved	10	11	19	28	
Urban	6	5	9	48	7.535
Rural	5	10	18	33	

* Chi-square test between options significant at .01 level of confidence with 1 d.f.

** Chi-square test between options significant at .05 level of confidence with 1 d.f.

Chapter 6

Glueck Scales, Interviewer Ratings, Occupation and Education of the Parents, and Children's IQs*

Introduction

Aggressive and disruptive behaviors in school constitute serious problems for the teacher, the deviant child, and his peers. However, it is rarely suggested that aggression and disruption may be predictive of delinquency and criminality, just as withdrawing, shyness, and suspicion may be early signs of psychotic disorders. The relation between school behavior and delinquency has been studied very little.

Pre-eminent among researches on the prediction of delinquency and criminality on the basis of family background factors is the work of the Gluecks (1959). A number of volumes have summarized their findings and described the prediction tables which they developed for such agencies as the courts, police, social services and public institutions. An earlier volume reporting their work, Delinquents in the Making, was published in 1952. In this, they indicated that persistent misconduct in school characterized ninety percent of their delinquent sample of 500 youngsters while the rate was less than twenty percent for a non-delinquent sample. The school misconduct of the delinquents appeared in many before they were eight years old. Misconduct in the non-delinquents appeared at a much later age, if it occurred at all.

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* Data on the education and occupations of the parents and the children's IQs were included in this chapter because they were used in composite scores which were essentially made up of Glueck Factors and Interviewer Ratings.

In a still earlier volume, published in 1950, Unraveling Juvenile Delinquency, the Gluecks reported their intensive study of 500 persistent delinquent boys and 500 non-delinquents and the family interactions which they found to be related significantly to the emergence of delinquent behavior. These interactions involved discipline of the child by the father, supervision of child by the mother, affection of the father for the child, affection of the mother for the child, and cohesiveness of the family. When assessed by skilled interviewers, these interaction factors were found to have high predictive value for eventual delinquent behaviors. Recent work by Maude Craig and Selma Glick (1963) showed that three of the Glueck predictive factors evaluating these were of particular value in long range predictions. These factors were discipline by the father, supervision by the mother, and cohesiveness of the family.

The problems of cultural deprivation, scholastic retardation, and other socio-economic difficulties in the lives of youth who eventually emerge delinquent or criminal are documented and summarized in the first volume of the National Education Association's recent publication on delinquency, Delinquent Behavior: Culture and The Individual (1959). The principal author, Kvaraceus, asserts that delinquency is chiefly sociological in nature. He further asserts that rarely is delinquency a psychological disorder. In his view, cultural forces in the home, neighborhood, and community conspire to produce the youth's deviancy. (The second volume of this National Education Association series, Delinquent Behavior: Principles and Practice (1959), offers descriptions of community programs designed to combat delinquency.)

The purpose of the research carried out in this part of the overall study was to examine a number of home background and family interaction variables in the lives of the children who were nominated by their teachers as consistently displaying socially approved or socially disapproved behavior. The variables selected for investigation were some which previous studies had clearly linked to concurrent or future delinquency of the child. None of the youngsters used as subjects in this study were known to the researchers as delinquents at the time of the first nomination by the teacher. Specifically, the questions to be answered are these: Do the children who are identified by their teachers as displaying aggressive misconduct have certain other traits in common with predelinquent or delinquent youth? Do these children have traits or background characteristics which are different from the children who have consistently displayed socially approved behavior? The procedure for selection of the subjects is described fully in Chapter 3. The same 384 Ss served as experimental groups in this analysis. A total of sixteen subjects was drawn for each cell as defined by the four factors.

Procedures for Assessing Home Background and Family Interactions

The staff of 24 social workers, psychologists, and teachers who were specially trained for this research evaluated the nominated children and their parents. The interviewers were provided with structured interview instruments and scales to facilitate the performance of their duties. The interviewer conducted the interviews and testing in the home. The KD Proneness Scale, a sentence completion instrument, and a semi-projective scale designed to assess reactions to frustrations were administered to the child by the interviewer. These three tests, while yielding no data directly relevant to the background factor ratings, did provide extended contact for the interviewer with the child and the family which enhanced the interviewer's ability to rate the family on variables which will be described next. The structured interview instruments contained a variety of questions relating to background, interests, and ideas of individual family members.

Upon completion of the family contact the interviewer was required to rate the family on the following factors as derived from the Gluecks (1950):

I. Discipline of child by father
    A. Firm but kindly
    B. Lax
    C. Overstrict or erratic

II. Supervision of child by mother
    A. Suitable
    B. Fair
    C. Unsuitable

III. Affection of father for child
    A. Warm or overprotective
    B. Indifferent or hostile

IV. Affection of mother for child
    A. Warm or overprotective
    B. Indifferent or hostile

V. Cohesiveness of family
    A. Marked
    B. Some
    C. None

Additional assessments called "Interviewer Ratings", were made of the following as derived from previous research in the Flint Youth Study (1959):

I. Communication of parents regarding child
    A. Mother and father talk things over usually
    B. Sometimes mother and father talk things over
    C. Each acts independently without talking things over
    D. No answer to relevant interviewer questions

II. Husband and wife relationship

A. Close, equalitarian relationship
B. Mother dominates
C. Mother subservient
D. Mother goes own way
E. No answer to relevant interviewer questions

III. Mother's expressions of approval or disapproval of child

A. Mother approves, expresses pleasure
B. Mother disapproves, expresses displeasure
C. Mixed feelings
D. No answer to relevant interviewer questions

IV. Father's expression of approval or disapproval of child

A. Father approves, expresses pleasure
B. Father disapproves, expresses displeasure
C. Mixed feelings
D. No answer

V. Child's behavior during interviews

A. Child fidgets, nervous, hesitates
B. Average poise
C. Assured, sure of self
D. No answer, interviewer unable to rate

VI. Relation of child to parent

A. Child feels close to parents
B. Child feels unsure or tolerated by parents
C. Child feels rejected, threatened, or no answer given

The structured interview instruments yielded many kinds of information about the child and family which served as the basis for the above judgments. Among the data derived in response to the interviewer questions, the occupation and education of each parent is particularly relevant and was used in this analysis. The following scale was used for occupation:

What kind of work do you do?

1. Professional and semi-professional
2. Managers, assistant managers, farmers
3. Clerical
4. Sales, foremen, craftsmen
5. Operatives, service workers, laborers
6. Other, or no answer

The following categories were employed to indicate the educational level of the parents:

1. Completed grade 6 or less or no answer
2. Completed grade 7 or 8
3. Completed grade 9, 10, or 11
4. Graduated from high school
5. Attended college, graduated from college, or graduate work

An intelligence quotient was also secured for each child from existing school records and was used in one portion of this analysis as a background factor for the child.

Statistical Results

The first family background factor assessed was discipline of the child by the father. Table 6.1 gives the frequencies of the three possible ratings--overstrict, lax, or firm--by approved-disapproved and urban-rural differentiations for each of three grade levels and for the three grades combined. The chi-square and the level of significance is reported for each test of differences in frequencies between the dichotomous groups.

Fathers of approved children at any and all of the three grade levels tended to be firm but kind while fathers of disapproved children were most likely to be overstrict, erratic, or lax. In evaluation of the statistical significance of this relationship, it was found that at the third grade level the chi-square was 9.136 ($p < .02$, 2 d.f.), at the sixth grade level, 7.040 ($p < .05$, 2 d.f.), at the ninth grade level, 7.856 ($p < .02$, 2 d.f.), and for the three grades combined, 23.520 ($p < .01$, 2 d.f.).

Fathers of urban children at the third, sixth, and combined grade levels of three, six, and nine were inclined to be firm while fathers of rural youngsters tended to be overstrict, erratic, or lax. Statistical evaluations revealed that at the third grade level the chi-square was

6.087 ($p < .05$, 2 d.f.), at the sixth grade level, 17.598 ($p < .01$, 2 d.f.), and for the three grades combined, 19.970 ($p < .01$, 2 d.f.).

The second family background factor investigated was the supervision of the child by the mother. Table 6.2 shows the frequencies for three possible ratings--unsuitable, fair, or suitable---for the same groups as reported in Table 6.1.

Mothers of disapproved children at the third, ninth, and combined grade levels tended to be rated as unsuitable or fair in their supervision. At the third grade level the chi-square was 9.011 ($p < .01$, 2 d.f.), at the ninth grade level, 24.300 ($p < .01$, 1 d.f.), and at the three grade levels combined, 29.060 ($p < .01$, 2 d.f.).

There was a tendency for mothers of rural children to be rated more frequently as unsuitable or fair at the sixth and at the combined grade levels. The degree of this trend is suggested by a chi-square for mother's supervision at the sixth grade of 5.268 ($p < .05$, 2 d.f.) and for the three grades combined, 8.632 ($p < .02$, 2 d.f.).

Table 6.3 reports frequencies of responses regarding the affection of father for the child--indifferent or hostile versus warm or overprotective---for the same groupings as for the first two factors except that sex of the child is introduced for the three grades combined for the approved-disapproved grouping.

Fathers of disapproved children at the third, ninth, combined grades, and of disapproved boys and disapproved girls for the three grades combined tended to be indifferent or hostile to the child. The chi-squares indicative of this tendency were 9.795 ($p < .01$, 1 d.f.) at the third grade level, 11.574 ($p < .01$, 1 d.f.) at the ninth grade level, 17.256 ($p < .01$, 1 d.f.) for the three grades combined, 6.634 ($p < .02$, 1 d.f.) for disapproved girls versus approved girls, and 9.762 ($p < .01$, 1 d.f.) for disapproved boys versus approved boys.

Fathers of rural children at the sixth grade level and for the three grades combined tended to be indifferent or hostile to the child. The chi-squares were 9.795 ($p < .01$, 1 d.f.) for the sixth grade and 8.804 ($p < .01$, 1 d.f.) for the three grades combined.

The fourth factor assessed was the mother's affection for the child. Table 6.4 reports the appropriate frequencies and again it may be noted that sex differentiation of approved and disapproved children for the combined grade levels is introduced.

Mothers of disapproved children at the third grade level, for the three grades combined, for disapproved boys, and for disapproved girls tend to be hostile or indifferent to the child. At the third grade level chi-square equals 9.276 ($p < .01$, 1 d.f.), for the three grades, 14.020 ($p < .01$, 1 d.f.), for approved versus disapproved girls, 4.062 ($p < .05$, 1 d.f.), and for approved versus disapproved boys 9.548 ($p < .01$, 1 d.f.).

Mothers of rural youngsters at the third grade level (chi-square equals 4.445, $p < .05$, 1 d.f.) and for the three grades combined (chi-square equals 6.943, $p < .01$, 1 d.f.) tended to be indifferent or hostile to the child.

Cohesiveness of the family members was the fifth factor assessed by the interviewers. The frequencies of responses for the approved-disapproved and urban-rural dimensions according to grade level are reported in Table 6.5. The response or rating categories were marked (highly cohesive) and some or none. The disapproved children tended to come from homes for which the cohesiveness rating was some or none while approved children, in significantly greater number, came from homes for which the cohesiveness rating was marked. The chi-squares were 16.949 ($p < .01$, 1 d.f.) at the third grade level, 1.190 at the sixth grade level, 22.983 ($p < .01$, 1 d.f.) at the ninth grade level, and 35.545 ($p < .01$, 1 d.f.) for the three grades combined.

More families of urban children tended to be rated as marked in cohesiveness with chi-squares of 2.241 at the third grade level, 19.046 ($p < .01$, 1 d.f.) at the sixth grade level, 1.545 at the ninth grade level, and 18.391 ($p < .01$, 1 d.f.) for the three grades combined.

Six additional ratings, the Interviewer Ratings, were also completed for each child and/or his parents. These ratings were also concerned, for the most part, with family relationships. Frequencies are reported for all 384 students divided on the basis of approved (n equals 192) and disapproved (n equals 192) behavior; for urban (n equals 192) and rural (n equals 192) and for boys (n equals 192) and girls (n equals 192). No breakdown by grade is reported even though such analyses were completed since it was felt that the main effects relative to behavior and residency could be interpreted more clearly without grade level interactions adding to the complexity of the results.

Table 6.6 gives the frequencies for the ratings of the communication between the parents regarding the child on a four-category scale ranging from "usually talk things over" to "each acts independently." Parents of approved children and parents of urban children more frequently are rated as "usually talk things over" (chi-squares equal 12.506, $p < .01$, 3 d.f. and 21.138, $p < .01$, 3 d.f. respectively for behavior and residence).

Table 6.7 reports frequencies for ratings of the husband and wife relationship on a five-category scale from "close equalitarian" relationship to "mother goes own way." Mothers of disapproved children more frequently were rated as "dominating", "subservient", or "going own way" while mothers of the approved children were rated as being involved in the "close equalitarian" relationship (chi-square equals 18.670, $p < .01$, 4 d.f.). Mothers of rural children were more frequently rated as "dominating" while mothers of urban children were rated as being involved in a "close equalitarian" relationship (chi-square equals 21.740, $p < .01$, 4 d.f.).

The frequencies for the mother's approval or disapproval of the child are reported in Table 6.8. Mothers of approved children were more frequently rated as approving of the child while mothers of disapproved children were rated as disapproving or having mixed feeling (chi-square equals 28.158, $p < .01$, 3 d.f.). Mothers of urban children were also somewhat more frequently rated as approving of the child (chi-square equals 6.639, $p < .05$, 2 d.f.).

Father's approval or disapproval of the child was rated on the same scale as that used for the mother's approval or disapproval. The frequencies for each category for behavior, sex and residency are reported in Table 6.9. The same pattern of approval and disapproval prevails as for the mother ratings. Mothers of approved and of urban children tend more frequently to approve of the child than fathers of disapproved and rural children (chi-square equals 26.758, $p < .01$, 3 d.f. and 14.184, $p < .01$, 3 d.f., respectively.

Frequencies for ratings of the child's behavior during the interview as fidgety, average poise, or assured are reported in Table 6.10. The disapproved children tended more frequently to be rated as fidgety or nervous (chi-square equals 23.526, $p < .01$, 2 d.f.). The difference between males and females (chi-square equals 6.246, $p < .05$, 2 d.f.) shows the males to be slightly more fidgety and nervous, the females more poised.

Rating frequencies for the child's relationship to his parents as feeling close, unsure, or rejected are reported in Table 6.11. While a slight tendency is noted for approved children to feel close to the parents (chi-square equals 3.433, $p < .10$, 2 d.f.), the difference in frequencies between the approved and disapproved is not regarded as great enough to warrant the assertion that a difference exists.

The occupational classifications for the parents are reported in Tables 6.12-A and 6.12-B. More fathers of approved children were in professional or managerial occupations (chi-square equals 14.261, $p < .05$, 5 d.f.) while more fathers of disapproved children were in service and labor occupations. If employed, mothers of approved children were more likely to appear in sales and clerical occupations (chi-square equals 18.555, $p < .05$, 4 d.f.) while mothers of the disapproved appear in labor and service occupations.

The education of the parents is reported in Table 6.13. If the data for fathers is dichotomized for grades 1 to 11 versus high school graduate or college, the results show fathers of approved youngsters to be better educated (chi-square equals 7.042, $p < .01$, 1 d.f.). Fathers of the urban youngsters also are better educated (chi-square equals 23.720, $p < .01$, 4 d.f.).

Mothers of approved youngsters also were found to be more highly educated (chi-square equals 15.380, $p < .01$, 4 d.f.) and mothers of urban youngsters have more frequently completed high school or have had college work (chi-square equals 25.986, $p < .01$, 4 d.f.).

The mean IQs for the 384 approved and disapproved children are given in Table 6.14. The analysis of variance for these scores is reported in Table 6.15. There is one main effect which is significant at the .01 level of confidence, behavior status as approved or disapproved. The mean IQ for the approved children was 115.01, for the disapproved, 102.25.

The first five background factors, taken from the Glueck research (1959) were also used in compiling several composite scores for each youngster. Using prediction weights supplied by the Gluecks (1959), the five scores, one for each of the five Glueck factors, (Tables 1 to 5) were combined to create a Five-Factor score for each child. The first three and the fifth were also combined into a Four-Factor score.

The Five-Factor Glueck scores ranged from 136.7 to 414.7. The mean for approved youngsters, reported in Table 6.16, was 161.60, for disapproved, 215.58. The analysis of variance, reported in Table 6.17 shows the F for behavior to be significant at the .01 level of confidence. The mean for urban youngsters, 170.21, is also significantly lower than the mean for rurals, 206.97 ($p < .01$). Three interaction effects were just barely significant at the .05 level.

The Four-Factor Glueck scores ranged from 73.6 to 328.5 with a mean, as reported in Table 6.18, of 114.36 for approved youngsters, 162.35 for disapproveds. This difference is significant at the .01 level according to the analysis of variance reported in Table 6.19. The mean of 122.15 for urban youngsters is also significantly lower than the mean for rurals, 154.56 ($p < .01$). Again three interactions are just barely significant at the .05 level.

Three Glueck factors were found to be particularly strong discriminators between approved and disapproved youngsters in the analysis of the first half (n equals 192) of the total sample (n equals 384) at the end of the first year of data-gathering. The first year data-gathering was carried out by completing eight cases for each cell which would finally require

16 cases (as defined by behavior, sex, location, and grade). Thus, a good estimate could be made from the first year sample. Factor 1, discipline by the father, Factor 3, affection of the father for the female child (or Factor 4, affection of the mother for the male child) and Factor 5, cohesiveness of the family were used. Scoring weights were derived from the first year sample as follows:

Factor 1, Discipline by Father

Firm	43.5
Lax	51.4
Overstrict	67.5

Factor 3, Affection of Father for Female child

Warm	41.9
Indifferent	77.3

or

Factor 4, Affection of Mother for Male child

Warm	43.0
Indifferent	82.4

Factor 5, Cohesiveness of Family

Marked	40.0
Some	64.5
None	100.0

These scoring weights were derived, as the Gluecks, by finding the ratio of the number of disapproved youngsters to the total of approved and disapproved combined who received each rating. Thus, for Factor 1, Discipline of the child by the father, 50 disapproved and 65 approved children were rated as having fathers who were firm. The total of 115 is used as a base and the ratio of 50 to 115 or 43.5 percent becomes the "disapproval proneness" value of this rating for an individual. The combined scores for the three factors were called the "Glueck Empirical Scores." From Table 6.20 it is seen that the mean for first year approved youngsters is 140.81, for disapproved, 160.74. The mean for urbans is 144.89, for rural youngsters, 157.63. Both differences, according to the analysis of variance reported in Table 6.21, are significant at the .01 level of confidence. The means for the second half of the sample are quite similar, as reported in Table 6.22. The mean for approved youngsters is 139.95, for disapproved, 157.56, for urbans, 143.30 and for rurals, 154.21. Again both differences are significant at the .01 level of confidence as revealed by the analysis of variance for these second year scores, reported in Table 6.23.

Another special empirical prediction formula was derived from the first year sample and tested on the second half or second year sample. This was based chiefly on the interviewer ratings but occupation data and the child's IQ was also included because they were good discriminators. The following factors were used and the prediction weights are shown:

	Prediction Weights
Husband and Wife Relationship	
Mother dominates	58.9
Close, equal	39.4
Mother subservient	59.3
Mother goes own way	72.2
No rating	63.2
Parental Communication	
Usually talk things over	41.6
Sometimes talk	56.9
Act independently	62.5
No rating	68.0
Mother's Expression of Approval	
Approves	42.7
Disapproves	66.7
Mixed	74.2
No rating	100.0

	Prediction Weights
Father's Expression of Approval	
Approves	41.9
Disapproves	85.7
Mixed	69.9
No rating	59.3
Child's Behavior in Interview	
Nervous, fidgety	71.4
Average poise	44.4
Assured	38.8
No rating	100.0
Mother's Occupation	
Levels 1 or 2	31.3
Levels 3 or 4	80.8
Level 5	48.5
IQ	
Up to 101	84.1
102 to 116	51.0
117 up	19.2
Father's Occupation	
Levels 1 or 2	31.3
Levels 3 or 4	44.8
Levels 5 or 6	61.1

This composite score for these eight factors was called the "Interviewer Rating Empirical Score" (IRES) even though the other factors, IQ and occupations, were included. Items 1, 2, 3, 4, and 5 are, of course, recognizable as the scores called "Interviewer Ratings" which were described earlier in this report. The IRES scores ranged from 286.2 to 651.9. The means for the first year sample are given in Table 6.24 and the analysis of variance of these scores is reported in Table 6.25. The mean for the approved youngsters, 367.25, is significantly lower ($p < .01$) than the mean for the disapproved, 429.36. The mean for girls, 389.86, is also lower ($p < .05$) than the mean for boys, 406.75. The interaction of location and grade is significant ($p < .01$), and it is noted that while the means for third and sixth grade urban youth, 381.97 and 394.07, are lower than the means for third and sixth grade rural youth, 410.19 and 425.21, the situation reverses at the ninth grade level with the urban mean 401.72, the rural 377.15.

For the second year or second half of the sample, the IRES means for the approved and disapproved youngsters, 374.78 and 433.02, as reported in Table 6.26, are of about the same magnitude as for the first year sample. The analysis of variance, reported in Table 6.27, shows the difference to be significant at the .01 level. Two interaction effects, behavior by grade and grade by sex, were just barely significant at the .05 level of confidence.

The Glueck Empirical and Interviewer Rating Empirical Scores were finally combined into one score called the "Gross Empirical Score." This would be a combination of all eleven factors. The means of Gross Empirical Scores for the first year sample are reported in Table 6.28. The mean for the approved youngsters, 508.21 is significantly lower ($p < .01$) than the mean for the disapproved, 590.35, according to the analysis of variance reported in Table 6.29. The mean for urban youngsters, 536.50, is also lower than the mean for rurals, 562.06. The sex difference was also found to be significant at the .05 level with means for boys and girls, 561.09 and 537.47 respectively. The interaction of location by grade was also found to be significant. While the means for urban third and sixth graders, 519.20 and 537.13, were lower than the corresponding rural means, 564.40 and 591.73, the situation is reversed for ninth graders. At the ninth grade level, the urban mean is 553.18, the rural mean, 530.05.

For the second year or second half of the sample the mean for the approved youngsters, according to Table 6.30, 514.72, is significantly lower ($p < .01$) than the mean for the disapproved, 591.62. The analysis of variance is reported in Table 6.31. The interaction of behavior by grade is also significant at the .01 level of confidence. This is undoubtedly attributable to the fact that the difference (27.48) between the means for approved and disapproved youngsters at the sixth grade level is small in comparison with a difference of 106.33 at the third grade level and 96.88 at the ninth grade level. The interaction of grade by sex is also just barely significant at the .05 level of confidence.

Discussion

The interpretation of these results might be facilitated by first looking more closely at an interviewer's narrative report on an actual case. The discussion here is limited to the interviewer's ratings on the Glueck factors. The case is that of a rural male, age nine.

> Discipline by the father is overstrict. Of prime importance is the fact that the child must be obedient and work. The father believes work is the only deterrent to delinquency. Some problems have arisen, particularly at school with an older brother who "acts up", but this father believes his bad behavior is due to the need to release energy, and he is influenced by other children. He uses spankings as a means of discipline quite often. It was sensed that this father was uncertain as to how he would handle the youngsters when they became too big to spank.
>
> Supervision of the child by the mother is suitable. She gives the impression that she is very gentle, kind and patient and seems to have a warm relationship with her children. She said she would like to have more patience and tolerance with her children as sometimes she would get better results with them if she did not act immediately but had full control of herself when dealing with a situation. The boy said he preferred to discuss his problems with his mother because she was more understanding than his father. The children were all at home and all showed much respect for their parents.

> Affection of the father for child is warm. He has a pleasant, kindly manner and expressed enjoyment in taking the youngsters fishing, playing ball with them, working out doors with them, taking them with him to town, and spending as much time with them as they required. He spends most of his time at home around his family and believes he must set the example and parents must gain the confidence of their children if they are going to raise them successfully. He remarked that the boy is generally a good boy, he's soft hearted and the most obedient of his children. He said an older son has given them some concerns regarding his behavior at school but he believed it was the boy's need to release energy and also that other youngsters were a bad influence on him sometimes.
>
> Affection of the mother for the child is warm. She seems to thoroughly enjoy her family and home and said she always has plenty of time to talk with her children. She is pleased with the boy's interest in reading and the fact that he tells her stories he's read. Reading is this mother's greatest interest and she has a large selection of books.
>
> Cohesiveness of the family is marked. Cohesiveness is outstanding in this family and there is much togetherness in that they work together, play together, attend church together, and neighbor together.

This narrative description shows clearly the close view of the family achieved by the interviewers. A sense of rapport between the interviewer and the members of the family is apparent. The narrative was written after the interviewer had completed the typical five to eight hour contact with the child and his family.

From a statistical point of view, it is apparent that a large number of ratings and assessments will successfully differentiate the youngster who displays persistent misbehavior from the approved youngster. Apparently this misbehavior represents maladaptive behavior patterns which are associated with background factors in his life. By combining various of these ratings into composite evaluations, it becomes possible to discriminate more reliably, the misbehaving youngsters from those manifesting approved behavior. Some concurrent validity is thus established.

It should be noted, however, that the scoring weights system developed by the Gluecks' (1950) is derived from experience with youngsters who represent a 50-50 split between delinquents and non-delinquents. That is, the weights are based on equal samples of 500 delinquent and 500 non-delinquent youth. This is, of course, a situation totally dissimilar to that involving the youth in most communities. A realistic estimate might range from five percent delinquent and ninety-five percent non-delinquent in one community to fifteen percent delinquent and eighty-five percent non-delinquent in another. Ten and ninety percent might be considered an adequate estimate.

In the Glueck system the derivation of scoring weights for the first factor, discipline of the child by the father, may be illustrated as follows with a hypothetical sample:

N equals 200 — 100 delinquents and 100 non-delinquents

Rating	Delinquents	Non-delinquents	Total	Prediction Weight
A. Firm but kind	8	72	80	10.0
B. Lax	18	12	30	60.0
C. Overstrict or erratic	74	16	90	82.2
	100	100	200	

If it is reasonable to assume a ten percent incidence of delinquency among youth, then a more accurate prediction of the delinquency could be derived in the following manner:

N equals 1000 — 100 delinquents and 900 non-delinquents

Rating	Delinquents	Non-delinquents	Total	Prediction Weight
A. Firm but kind	8	648	656	1.2
B. Lax	18	108	126	14.3
C. Overstrict or erratic	74	144	218	33.9
	100	900	1000	

In this revised format, with the non-delinquent sample actually raised to 900 (as more truly representative of its actual proportion in the population), the delinquency prediction is reduced substantially but is much more realistic. In the format used by the Gluecks with equal Ns in the experimental groups, the predictions would be that the chances are 82.2 out of a hundred that a child with a C rating would become delinquent. In the revised format the prediction would be that there are 33.9 chances in a hundred that the child will become delinquent. The latter represents a great improvement over a chance prediction of 10 in a hundred but is much more modest than the 82.2 prediction which would be claimed by the Gluecks. Of course, the ultimate test of the predictor would be empirical. Thus, one would ask, are more reliable predictions possible if one uses an alternate calculation?

The better illustration should also involve Glueck ratings on five factors combined (Glueck, 1950, p. 261). For each of five factors a prediction weight is established for each rating level as in the first illustration above in which a 50-50 split of delinquents and non-delinquents is assumed. A child's five ratings for each of the five factors is then combined to produce a five-factor composite score. For a group in which a

50-50 split is tenable the following illustration is appropriate:

Five Factor Composite Scores	Delinquency Rate	Non-delinquency Rate	Total N
Less than 200	8.2 % (24)	91.8 % (269)	293
200 - 249.9	37.0 % (40)	63.0 % (68)	108
250 - 299.9	63.5 % (122)	36.5 % (70)	192
300 or over	89.2 % (265)	10.8 % (32)	297

The problem now is to find cutting scores for identification of the pre-delinquents which would involve the least overlap. That is, in this illustration we wish to make a decision concerning the selection of pre-delinquents for preventive treatment. If we use the level of 300 or over we inadvertently select in 32 children, or 10.8 percent of all those selected, who would not have become delinquent. Perhaps we do not wish to waste our efforts on this group and at worst, our preventive treatments might be debilitating for this group.

From another point of view additional insight may be gained by restructuring the percentages in a vertical manner thus:

Five Factor Composite Scores	Delinquency Rate	Non-delinquency Rate	Total N
Less than 200	24 (5.3 %)	269 (61.3 %)	293
200 - 249.9	40 (8.9 %)	68 (15.5 %)	108
250 - 299.9	122 (27.0 %)	70 (16.0 %)	192
300 or over	265 (58.8 %)	32 (7.2 %)	297
	451 (100 %)	439 (100 %)	

Thus, we now may observe that in selecting a cutting score of 300 and above we draw in only 58.8 percent of the group of 451 youngsters who would become delinquent and miss 41.2 percent. Similarly we have drawn in only 7.2 percent of the non-delinquent group which, as an alternative point of view, seems a less serious inadequacy. Of course, the numbers should not deceive one. The absolute number of youngsters remains the same. Probably only through further refining research to discover the best discriminating factors and optimum weights to be assigned to the various levels of ratings for each factor, can better, less overlapping, predictions of delinquency be made.

The Glueck prediction values would be appropriate possibly if they were applied only to groups in which it was reasonable to assume a 50-50 distribution of delinquents and non-delinquents. In the present study, adjudicated delinquents as such were not used as subjects. But prior screening or nomination by classroom teachers did produce a 50-50 distribution of youngsters whose behavior was persistently disapproved (aggressive and disruptive) or approved (good conduct and good citizenship) in the classroom. The Glueck ratings were then done on this pool of Ss. The implication is that in all other applications of the Glueck predictive values, the researcher or practitioner should employ some other preliminary screen which would produce a group in which the assumption of a 50-50 split would be reasonable.

Or, as an alternative, the Glueck predictive values might be adjusted, as shown above, to take cognizance of the actual distribution of delinquents and non-delinquents in the sample if the assumption of a 50-50 split does not appear to be reasonable.

The variables studied in this part of the project seem to be closely related to the child's behavior as approved or disapproved. Various aspects of the husband-wife relationship and of their individual and combined relationships with the child are particularly important. A composite picture of the child who persistently misbehaves in school based on data from this portion of the study, shows the following:

1. The father's discipline is overstrict, lax, or erratic.
2. The mother's supervision is unsuitable or fair.
3. The father and mother are indifferent or hostile to the child.
4. The family is only somewhat or not at all cohesive.
5. The parents do not regularly talk over problems regarding the child with one another.
6. The parents do not enjoy a close, equal relationship.
7. The mother and father disapprove of many things about the child.
8. During contacts with the research interviewer, the child was inclined to be nervous or fidgety.
9. The child feels less close to his parents.
10. The father and mother (if she is working) are engaged in lower level occupations.
11. The father and mother are apt to have less education.
12. The child's IQ is apt to be lower.

The consistency of ratings as less favorable for disapproved and rural youth may be attributable in part to a tendency in the interviewer to form a general or average impression (halo effect) and to rate the individual child partly or excessively on this average impression. However, it should be noted that the interviewer was required to write a narrative justification for each of his Glueck Factor ratings. In these narratives the interviewer was expected to cite specific behaviors and interactions which he had noted relevant to the factor. This requirement together with the high caliber of interviewers used, their substantial training, the carefully planned instruments which they used, and the continuing supervision of their work may be offered as strong arguments against a hasty assumption of unreliability of the ratings. Furthermore, the reliability analysis of interviewer ratings revealed satisfactory performance on the part of the interviewers (See Chapter 4 for an extended presentation of these reliability analyses.).

The background assessments called the "Glueck Social Predictive Factors" have been found to be good concurrent discriminators of delinquency. Preliminary evidence from research in progress indicates that the Glueck factors will be good predictors of delinquency. The other assessments, called the "Interviewer Ratings" (Flint Youth Study, 1959) were also found to be related to incipient and emergent delinquency. These same factors identify the classroom misbehavior studied in this research. These results indicate that these youngsters who are initially identified by teachers because the youngsters have persistently displayed aggressive and disruptive behavior in school may tend to be incipient delinquents. If there is an interest in identification of the delinquent early in the pre-delinquency state, it is possible to employ the Glueck and Interviewer Ratings. However, these are rather laborious, expensive, and time-consuming procedures. It might be more practical to use the simpler technique of having teachers first identify the youngsters who persistently misbehave in the classroom. Certainly, further longitudinal research will be needed to confirm these assertions.

Interactions by grade level, sex, and location of the home were noted for some of the factors. It appears particularly true that most of the background factors which identify the misbehaving youngster, also identify still more intensively the misbehaving rural youth. Most of the differentiations between behaving and misbehaving youngsters hold more true for boys, less so for girls. And finally, grade level differences were sometimes noted.

The many significant differentiations between urban and rural youngsters exceeded expectations of the researchers. Generally, it was found that rural youngsters were rated in unfavorable directions on the various scales. These results are somewhat surprising. It has been suggested that the inhabitants of rural areas are not all classifiable as farmers. Many families living in rural areas are non-farming families. Although it is not possible to do more than speculate, it may be possible that the greater tendency for higher ratings of the rural child and his family may be attributable chiefly to either the rural farming group or to the non-farming group. The rural non-farm population would be defined in terms of families who lived in homes in the country, farm homes rented by absentee landlords, and small communities at crossroads. From the data of this study it would be safest to conclude that the unfavorable ratings of rural youth and their families are randomly distributed throughout the entire rural group.

It should be noted that the ratings in question from the Glueck and the Interviewer Ratings are chiefly concerned with the quality of family interactions. The Glueck Factors, in particular, were developed from research on delinquent samples presumably drawn heavily from city areas in which socio-economic conditions were low or slum-like. Why do these rural, disapproved youth tend to resemble these more severely delinquent samples? Is there comparable socio-economic deprivation in the area from which these rural youth are drawn? The Uniform Crime Report (1963) of the F.B.I. for 1962 showed an increase of three percent in rural county crimes among youth under 18 years of age but an increase of eleven percent for urban county crimes. This would hardly suggest a startling outbreak of crime in rural areas. However, in certain categories rural county crimes of youth under eighteen did increase more rapidly than in urban counties. Aggravated assault declined 17 percent in urban counties and rose 15 percent in rural counties; prostitution and commercial vice declined 33 percent in urban counties and rose 81 percent in rural counties, narcotics violations declined 16 percent in urban counties, rose 53 percent in rural counties; and vagrancy violations declined 34 percent in urban counties, rose 58 percent in rural counties. Thus, it is at least apparent that some kinds of crimes rose sharply among youth in rural areas. The illustrations given--assault, prostitution, and narcotics--- are crimes which have been associated primarily with the city slum delinquent. Possibly this data makes somewhat less surprising the results of the ratings which show similarities between the disapproved rural youth and his family and the city delinquent and his family. The ratings were, of course, designed to be predictors. Thus, there is no suggestion that the overt behavior of these youngsters is as yet criminal or delinquent. Furthermore, it should also be noted that the rural approved youth (and their families), while rated less favorably, nevertheless were originally selected because of the desirable behavior which they displayed in school. Thus, the discussion preceding concerning high ratings of rural youth should be limited chiefly to the rural disapproved group. Furthermore, an inspection of the actual ratings reveals that many of the rural disapproved youth received low or quite favorable ratings on all or some of the scales.

Blanket description of rural or disapproved youth are obviously impossible. At best one must say that many were rated unfavorably.

Where funds are available, the assessments such as those reported in this study could be made with great value in helping to understand the individual child. In combination, the factors should help identify the pre-delinquent. Used individually, the factors could provide a kind of diagnostic profile which would specify the particular difficulties besetting the child and his family. Simple identification by the teacher does not usually provide this essential background information. From a practical point of view, it should be feasible to accomplish the Glueck, Interviewer Rating, and other background assessments with such personnel as the teacher, the guidance and counselling staff, school social worker, or the school psychologist.

Once the incipient delinquent has been identified and the causes of his problems understood, it should be possible for concerned individuals and agencies, notably the schools, to proceed effectively in offsetting the development of this ominous process which heretofore has culminated in acts of delinquency and criminality.

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Table 6.1

Glueck Ratings of Discipline of Child by Father for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Group	Erratic or overstrict	Lax	Firm but kind	Total	Chi-Square
Grade 3 - Approved	5	9	50	64	9.136**
Grade 3 - Disapproved	16	13	35	64	
Grade 3 - Urban	8	7	49	64	6.087**
Grade 3 - Rural	13	15	36	64	
Grade 6 - Approved	8	11	45	64	7.040**
Grade 6 - Disapproved	18	15	31	64	
Grade 6 - Urban	10	5	49	64	17.598*
Grade 6 - Rural	16	21	27	64	
Grade 9 - Approved	11	11	42	64	7.856*
Grade 9 - Disapproved	23	14	27	64	
Grade 9 - Urban	17	10	37	64	1.362
Grade 9 - Rural	17	15	32	64	
All 3 Grades - Approved	24	31	137	192	23.520*
All 3 Grades - Disapproved	57	42	93	192	
All 3 Grades - Urban	35	22	135	192	19.970*
All 3 Grades - Rural	46	51	95	192	
All 3 Grades - Males	46	38	108	192	2.469
All 3 Grades - Females	35	35	122	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.2

Glueck Ratings of Supervision of Child by Mother for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Group	Unsuitable	Fair	Suitable	Total	Chi-Square
Grade 3 - Approved	1	8	55	64	9.011*
Grade 3 - Disapproved	6	19	39	64	
Grade 3 - Urban	3	9	52	64	4.207
Grade 3 - Rural	4	18	42	64	
Grade 6 - Approved	5	8	51	64	1.463
Grade 6 - Disapproved	4	13	47	64	
Grade 6 - Urban	2	7	55	64	5.268**
Grade 6 - Rural	7	14	43	64	
Grade 9 - Approved	0	10	54	64	24.300*
Grade 9 - Disapproved	4	34	26	64	
Grade 9 - Urban	3	9	52	64	21.854*
Grade 9 - Rural	4	18	42	64	
All 3 Grades - Approved	6	26	160	192	29.060*
All 3 Grades - Disapproved	14	66	112	192	
All 3 Grades - Urban	7	36	149	192	8.632**
All 3 Grades - Rural	13	56	123	192	
All 3 Grades - Males	13	47	132	192	2.078
All 3 Grades - Females	7	45	140	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.3

Glueck Ratings of Affection of Father for Child for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Group	Indifferent or hostile	Warm or Overprotective	Total	Chi-Square
Grade 3 - Approved	7	57	64	9.795*
Grade 3 - Disapproved	23	41	64	
Grade 3 - Urban	12	52	64	1.088
Grade 3 - Rural	18	46	64	
Grade 6 - Approved	14	50	64	0.174
Grade 6 - Disapproved	16	48	64	
Grade 6 - Urban	7	57	64	9.795*
Grade 6 - Rural	23	41	64	
Grade 9 - Approved	8	56	64	11.574*
Grade 9 - Disapproved	26	38	64	
Grade 9 - Urban	15	49	64	0.641
Grade 9 - Rural	19	45	64	
All 3 Grades - Approved Girls	14	82	96	6.634**
All 3 Grades - Disapproved Girls	30	66	96	
All 3 Grades - Approved Boys	15	81	96	9.762*
All 3 Grades - Disapproved Boys	35	61	96	
All 3 Grades - Approved	29	163	192	17.256*
All 3 Grades - Disapproved	65	127	192	
All 3 Grades - Urban	34	158	192	8.804*
All 3 Grades - Rural	60	132	192	
All 3 Grades - Males	50	142	192	0.352
All 3 Grades - Females	44	148	192	

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 6.4

Glueck Ratings of Affection of Mother for Child for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Group	Indifferent or hostile	Warm or Overprotective	Total	Chi-Square
Grade 3 - Approved	4	60	64	9.276*
Grade 3 - Disapproved	18	46	64	
Grade 3 - Urban	6	58	64	4.445**
Grade 3 - Rural	16	48	64	
Grade 6 - Approved	5	59	64	2.441
Grade 6 - Disapproved	12	52	64	
Grade 6 - Urban	6	58	64	1.085
Grade 6 - Rural	11	53	64	
Grade 9 - Approved	8	56	64	1.908
Grade 9 - Disapproved	15	49	64	
Grade 9 - Urban	9	55	64	0.848
Grade 9 - Rural	14	50	64	
All 3 Grades - Approved Girls	9	87	96	4.062**
All 3 Grades - Disapproved Girls	20	76	96	
All 3 Grades - Approved Boys	8	88	96	9.548*
All 3 Grades - Disapproved Boys	25	71	96	
All 3 Grades - Approved	17	175	192	14.020*
All 3 Grades - Disapproved	45	147	192	
All 3 Grades - Urban	21	171	192	6.943*
All 3 Grades - Rural	41	151	192	
All 3 Grades - Males	33	159	192	.173
All 3 Grades - Females	29	163	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.5

Glueck Ratings of Cohesiveness of Family for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Group	Marked	Some or none	Total	Chi-Square
Grade 3 - Approved	54	10	64	16.949*
Grade 3 - Disapproved	31	33	64	
Grade 3 - Urban	47	17	64	2.241
Grade 3 - Rural	38	26	64	
Grade 6 - Approved	43	21	64	1.190
Grade 6 - Disapproved	36	28	64	
Grade 6 - Urban	52	12	64	19.046*
Grade 6 - Rural	27	37	64	
Grade 9 - Approved	49	15	64	22.983*
Grade 9 - Disapproved	21	43	64	
Grade 9 - Urban	39	25	64	1.545
Grade 9 - Rural	31	33	64	
All 3 Grades - Approved	146	46	192	35.545*
All 3 Grades - Disapproved	88	104	192	
All 3 Grades - Urban	138	54	192	18.391*
All 3 Grades - Rural	96	96	192	
All 3 Grades - Males	109	83	192	2.461
All 3 Grades - Females	125	67	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.6

Interviewer Ratings of Communication of Parents Regarding Child for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Usually Talk Things Over	Sometimes Talk Things Over	Each Acts Independently	No Answers Given	Total	Chi-Square
Approved	115	63	6	8	192	12.506*
Disapproved	82	83	10	17	192	
Urban	113	60	2	17	192	21.138*
Rural	84	86	14	8	192	
Males	93	78	8	13	192	4.395
Females	104	68	8	12	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.7

Interviewer Ratings of Husband and Wife Relationship for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Close Equal	Mother Dominates	Mother Subservient	Mother Goes Own Way	No Answer	Total	Chi-Square
Approved	117	39	24	5	7	192	18.670*
Disapproved	76	56	35	13	12	192	
Urban	113	29	28	10	12	192	21.740*
Rural	80	66	31	8	7	192	
Males	88	57	28	11	8	192	6.158
Females	105	38	31	7	11	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.8

Interviewer Ratings of Mother's Approval or Disapproval of Child for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Approves	Disapproves	Mixed or No Answer	Total	Chi-Square
Approved	168	7	17	192	28.158*
Disapproved	125	14	53	192	
Urban	157	7	28	192	6.639**
Rural	136	14	42	192	
Males	144	11	37	192	0.362
Females	149	10	33	192	

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 6.9

Interviewer Ratings of Father's Approval or Disapproval of Child for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Approves	Disapproves	Mixed	No Answer	Total	Chi-Square
Approved	157	2	22	11	192	26.758*
Disapproved	113	12	51	16	192	
Urban	145	5	24	18	192	14.184*
Rural	125	9	49	9	192	
Males	131	7	41	13	192	1.384
Females	139	7	32	14	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.10

Interviewer Ratings of Child's Behavior During Interview for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Fidgets, Nervous	Average Poise	Assured	Total	Chi-Square
Approved	26	125	41	192	23.526*
Disapproved	66	100	26	192	
Urban	41	110	41	192	5.034
Rural	51	115	26	192	
Males	55	101	36	192	6.246**
Females	37	124	31	192	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.11

Interviewer Ratings of Relationship of Child to Parents for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Child Feels Close to Parents	Child Feels Unsure	Child Feels Rejected or No Answer	Total	Chi-Square
Approved	93	78	21	192	3.433
Disapproved	74	98	20	192	
Urban	82	85	25	192	2.234
Rural	85	91	16	192	
Males	87	84	21	192	0.681
Females	80	92	20	192	

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 6.12-A

Occupations of Fathers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Professional	Managerial Farmers	Clerical	Sales, Foremen, Craftsmen	Operatives, Service, Labor	Other, No Answer	Chi-Square
Fathers of Approveds	16	60	3	36	71	16	14.261**
Fathers of Disapproveds	9	34	3	39	98	21	
Fathers of Urbans	16	16	4	52	85	20	54.983*
Fathers of Rurals	9	78	2	23	84	17	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.12-B

Occupations of Mothers of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Professional and Managerial	Sales and Clerical	Operative	Labor Service	Don't Work No Answer	Chi-Square
Mothers of Approveds	13	31	2	11	135	18.555*
Mothers of Disapproveds	12	17	4	36	124	
Mothers of Urbans	15	30	5	23	119	8.238
Mothers of Rurals	10	18	1	24	139	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.13

Education of Parents of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Group	Grades 1-6 or No Answer	7-8	9-11	High School Graduate	College work or Graduate	Chi-Square
Fathers of Approveds	16	51	16	77	32	8.500
Fathers of Disapproveds	27	55	28	60	22	
Mothers of Approveds	2	37	21	92	40	15.380*
Mothers of Disapproveds	8	39	40	83	22	
Fathers of Urbans	22	33	22	80	35	23.720*
Fathers of Rurals	21	73	22	57	19	
Mothers of Urbans	2	22	31	105	32	25.986*
Mothers of Rurals	8	55	33	68	28	

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.14

Mean IQs of 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	116.31	118.63	104.69	104.63	117.06	117.31	98.69	103.69	110.13
6th	115.00	113.94	99.63	105.63	105.56	110.63	97.69	107.63	106.96
9th	116.88	112.69	96.81	98.69	118.88	117.25	104.13	105.06	108.80
Total	116.06	115.09	100.38	102.98	113.83	115.06	100.17	105.46	108.63

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	117.33	111.28	116.43	115.01
Disapproved	102.93	102.65	101.17	102.25
Urban	111.07	108.55	106.27	108.63
Rural	109.19	105.38	111.33	108.63
Male	109.19	104.47	109.18	107.61
Female	111.07	109.46	108.42	109.65
Approved Males	116.69	110.28	117.88	114.95
Approved Females	117.97	112.29	114.97	115.08
Disapproved Males	101.69	98.64	100.47	100.27
Disapproved Females	104.16	106.63	101.88	104.22
Approved Urban	117.47	114.47	114.79	115.58
Approved Rural	117.19	108.10	118.07	114.45
Disapproved Urban	104.66	102.63	97.75	101.68
Disapproved Rural	101.19	102.66	104.60	102.82
Urban Males	110.50	107.32	106.85	108.22
Urban Females	111.63	109.79	105.69	109.04
Rural Males	107.88	101.63	111.51	107.01
Rural Females	110.50	109.13	111.16	110.26

Table 6.15

Analysis of Variance of IQ for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	15644.259	15644.259	104.463*
Location	1	.003	.003	.000
Grade	2	646.223	323.112	2.158
Sex	1	398.127	398.127	2.658
Behavior x Location	1	122.634	122.634	.819
Behavior x Grade	2	828.151	414.076	2.765
Behavior x Sex	1	350.760	350.760	2.342
Location x Grade	2	1254.568	627.284	4.189**
Location x Sex	1	143.816	143.816	.960
Grade x Sex	2	527.381	263.691	1.761
Behavior x Location x Grade	2	388.502	194.251	1.297
Behavior x Location x Sex	1	1.375	1.375	.009
Behavior x Grade x Sex	2	94.313	47.157	.315
Location x Grade x Sex	2	81.973	40.987	.274
Behavior x Location x Grade x Sex	2	134.223	67.111	.448
Within Cell	360	53913.368	149.759	
Total	383	74529.673		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.16

Mean Glueck 5-Factor Scores for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	140.90	129.96	201.04	185.44	180.36	146.75	283.48	185.60	181.69
6th	125.83	123.81	197.92	169.63	204.00	229.91	226.00	196.58	184.21
9th	152.23	155.35	241.11	219.29	166.27	183.85	225.88	254.96	199.89
Total	138.65	136.37	213.36	191.45	183.54	186.84	245.12	212.38	188.60

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	149.49	170.89	164.43	161.60
Disapproved	213.89	197.53	235.31	215.58
Urban	164.34	154.30	192.00	170.21
Rural	199.05	214.12	207.74	206.97
Male	201.45	188.44	196.37	195.42
Female	161.74	179.98	203.36	181.76
Approved Males	160.63	164.92	159.25	161.60
Approved Females	138.36	176.86	169.60	161.60
Disapproved Males	242.26	211.96	233.50	229.24
Disapproved Females	185.52	183.11	237.33	201.92
Approved Urban	135.43	124.82	153.79	138.01
Approved Rural	163.56	216.96	175.06	185.19
Disapproved Urban	193.24	183.78	230.20	202.41
Disapproved Rural	234.54	211.29	240.42	228.75
Urban Males	170.97	161.88	196.67	176.51
Urban Females	157.70	146.72	187.32	163.91
Rural Males	231.92	215.00	196.08	214.33
Rural Females	166.18	213.25	219.41	199.61

Table 6.17

Analysis of Variance for Glueck 5-Factor Scores for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	279692.781	279692.781	53.245*
Location	1	129738.322	129738.322	24.698*
Grade	2	24830.297	12415.148	2.363
Sex	1	17910.160	17910.160	3.410
Behavior x Location	1	10420.012	10420.012	1.984
Behavior x Grade	2	36537.641	18268.820	3.478**
Behavior x Sex	1	17923.973	17923.973	3.412
Location x Grade	2	31298.902	15649.451	2.979
Location x Sex	1	109.258	109.258	.021
Grade x Sex	2	35894.446	17947.223	3.417**
Behavior x Location x Grade	2	25358.563	12679.281	2.414
Behavior x Location x Sex	1	1818.613	1818.613	.346
Behavior x Grade x Sex	2	5257.660	2628.830	.500
Location x Grade x Sex	2	31900.092	15950.046	3.036**
Behavior x Location x Grade x Sex	2	9632.555	4816.277	.917
Within Cell	360	1891053.393	5252.920	
Total	383	2549376.563		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.18

Mean Glueck 4-Factor Scores for 384 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	97.80	86.86	146.74	134.27	129.16	100.96	218.83	131.73	130.79
6th	82.73	80.71	144.04	121.14	148.99	181.43	172.13	148.21	134.92
9th	109.13	106.86	189.93	165.59	117.74	129.98	177.22	198.39	149.36
Total	96.55	91.48	160.24	140.33	131.96	137.46	189.39	159.44	138.36

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	103.70	123.47	115.93	114.36
Disapproved	157.89	146.38	182.78	162.35
Urban	116.42	107.16	142.82	122.15
Rural	145.17	162.69	155.83	154.56
Male	148.13	136.97	148.51	144.54
Female	113.46	132.87	150.21	132.18
Approved Males	113.48	115.86	113.44	114.26
Approved Females	93.91	131.07	118.42	114.46
Disapproved Males	182.79	158.09	183.58	174.81
Disapproved Females	133.00	134.68	181.99	149.89
Approved Urban	92.33	81.72	108.00	94.02
Approved Rural	115.06	165.21	123.86	134.71
Disapproved Urban	140.51	132.59	177.76	150.29
Disapproved Rural	175.28	160.17	187.81	174.42
Urban Males	122.27	113.39	149.53	128.40
Urban Females	110.57	100.93	135.23	115.58
Rural Males	174.00	160.56	147.48	160.68
Rural Females	116.35	164.82	164.19	148.45

Table 6.19

Analysis of Variance of Glueck 4-Factor Scores for 384 Students
Divided Equally According to Approved-Disapproved
Behavioral Status, Grade, Sex, and
Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	221097.438	221097.438	54.694*
Location	1	100861.102	100861.102	24.951*
Grade	2	24319.756	12159.878	3.008
Sex	1	14666.858	14666.858	3.628
Behavior x Location	1	6583.730	6583.730	1.629
Behavior x Grade	2	32738.846	16369.423	4.049**
Behavior x Sex	1	15157.973	15157.973	3.750
Location x Grade	2	29654.898	14827.449	3.668**
Location x Sex	1	1.678	1.678	.000
Grade x Sex	2	24446.087	12223.043	3.024
Behavior x Location x Grade	2	19859.789	9929.895	2.456
Behavior x Location x Sex	1	2548.172	2548.172	.630
Behavior x Grade x Sex	2	4418.625	2209.313	.547
Location x Grade x Sex	2	26331.047	13165.523	3.257**
Behavior x Location x Grade x Sex	2	8477.027	4238.514	1.049
Within Cell	360	1455271.322	4042.420	
Total	383	1986434.281		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 6.20

Mean Glueck Empirical Scores for First Year Group of 192 Students
Divided Equally According to Approved-Disapproved Behavioral
Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	127.49	129.45	145.59	146.38	153.58	142.94	180.41	139.94	145.72
6th	132.56	126.39	167.63	145.66	163.69	155.90	172.66	173.83	154.79
9th	147.75	135.45	163.69	158.96	133.55	140.89	161.65	172.45	151.80
Total	135.93	130.43	158.97	150.33	150.27	146.58	171.57	162.07	150.77

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	138.37	144.64	139.41	140.81
Disapproved	153.08	164.95	164.19	160.74
Urban	137.23	143.07	151.47	144.89
Rural	154.22	166.53	152.14	157.63
Male	151.77	159.14	151.66	154.19
Female	139.68	150.45	151.94	147.35
Approved Males	140.54	148.13	140.65	143.10
Approved Females	136.20	141.15	138.17	138.51
Disapproved Males	163.00	170.15	162.67	165.27
Disapproved Females	143.16	159.75	165.71	156.20
Approved Urban	128.47	129.48	141.60	133.18
Approved Rural	148.26	159.80	137.22	148.43
Disapproved Urban	145.99	156.65	161.33	154.65
Disapproved Rural	160.18	173.25	167.05	166.82
Urban Males	136.54	150.10	155.72	147.45
Urban Females	137.92	136.03	147.21	142.32
Rural Males	167.00	168.18	147.60	160.92
Rural Females	141.44	164.87	156.67	154.33

Table 6.21

Analysis of Variance of Glueck Empirical Scores on First Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	19074.200	19074.200	28.076*
Location	1	9018.709	9018.709	13.275*
Grade	2	2733.432	1366.716	2.012
Sex	1	2242.016	2242.016	3.300
Behavior x Location	1	113.011	113.011	.166
Behavior x Grade	2	813.410	406.705	.599
Behavior x Sex	1	239.640	239.640	.353
Location x Grade	2	4412.889	2206.444	3.248**
Location x Sex	1	2.638	2.638	.004
Grade x Sex	2	1306.584	653.292	.962
Behavior x Location x Grade	2	1173.510	586.755	.864
Behavior x Location x Sex	1	21.531	21.531	.032
Behavior x Grade x Sex	2	890.714	445.357	.656
Location x Grade x Sex	2	4597.720	2298.860	3.384**
Behavior x Location x Grade x Sex	2	1428.864	714.432	1.052
Within Cell	168	114133.935	679.368	
Total	191	162202.805		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.22

Mean Glueck Empirical Scores for Second Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	134.54	125.40	166.09	150.86	142.53	129.83	177.04	155.53	147.73
6th	126.50	128.40	140.55	144.58	142.53	177.93	152.58	140.86	144.24
9th	132.50	139.30	165.54	165.34	149.53	150.43	165.85	165.95	154.31
Total	131.18	131.03	157.39	153.59	144.86	152.73	165.17	154.11	148.76

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	133.08	143.84	142.94	139.95
Disapproved	162.38	144.64	165.67	157.56
Urban	144.22	135.01	150.67	143.30
Rural	151.23	153.48	157.94	154.21
Male	155.05	140.54	153.36	149.65
Female	140.30	147.94	155.26	147.87
Approved Males	138.54	134.51	141.02	138.02
Approved Females	127.62	153.17	144.87	141.88
Disapproved Males	171.57	146.57	165.70	161.27
Disapproved Females	153.20	142.72	165.65	153.85
Approved Urban	129.97	127.45	135.90	131.11
Approved Rural	136.18	160.23	149.98	148.80
Disapproved Urban	158.48	142.57	165.44	155.49
Disapproved Rural	166.29	146.72	165.90	159.64
Urban Males	150.32	133.53	149.02	144.29
Urban Females	138.13	136.49	152.32	142.31
Rural Males	159.79	147.56	157.69	155.02
Rural Females	142.68	159.40	158.19	153.42

Table 6.23

Analysis of Variance of Glueck Empirical Scores on Second Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	14891.365	14891.365	19.371*
Location	1	5717.056	5717.056	7.437*
Grade	2	3343.122	1671.561	2.174
Sex	1	152.119	152.119	.198
Behavior x Location	1	2201.200	2201.200	2.863
Behavior x Grade	2	7128.009	3564.005	4.636**
Behavior x Sex	1	1527.200	1527.200	1.987
Location x Grade	2	1369.368	684.684	.891
Location x Sex	1	1.784	1.784	.002
Grade x Sex	2	4213.572	2106.786	2.741
Behavior x Location x Grade	2	1826.373	913.187	1.188
Behavior x Location x Sex	1	698.068	698.068	.908
Behavior x Grade x Sex	2	779.525	389.763	.507
Location x Grade x Sex	2	442.105	221.053	.288
Behavior x Location x Grade x Sex	2	1772.127	886.064	1.153
Within Cell	168	129147.012	768.732	
Total	191	175209.998		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.24

Mean Empirical Scores for Combined Interviewer Rating, IQ, and Occupations on First Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	357.21	338.60	420.39	411.68	391.68	379.46	465.99	403.60	396.07
6th	351.76	351.38	463.58	409.55	426.03	380.65	462.16	431.99	409.64
9th	374.13	366.24	439.45	427.03	345.39	346.33	385.06	431.79	389.42
Total	361.03	352.07	441.14	416.09	387.70	368.81	437.74	422.46	398.38

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	366.74	377.46	358.03	367.25
Disapproved	425.42	441.82	420.84	429.36
Urban	381.97	394.07	401.72	392.59
Rural	410.19	425.21	377.15	404.18
Male	408.82	425.89	386.01	406.75
Female	383.34	393.40	392.85	389.86
Approved Males	374.45	388.90	359.76	374.05
Approved Females	359.03	366.02	356.29	360.44
Disapproved Males	443.19	462.87	412.26	439.44
Disapproved Females	407.64	420.77	429.41	419.28
Approved Urban	347.91	351.57	370.16	356.55
Approved Rural	385.57	403.34	345.86	378.26
Disapproved Urban	416.04	436.57	433.24	428.62
Disapproved Rural	434.80	447.08	408.43	430.10
Urban Males	388.80	407.67	406.79	401.09
Urban Females	375.14	380.47	396.64	384.08
Rural Males	428.84	444.10	365.23	412.72
Rural Females	391.53	406.32	389.06	395.64

Table 6.25

Analysis of Variance of Combined Empirical Interviewer Rating, IQ, and Occupations Scores on First Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	184220.645	184220.645	77.204*
Location	1	6453.078	6453.078	2.704
Grade	2	13580.872	6790.436	2.846
Sex	1	13945.191	13945.191	5.844**
Behavior x Location	1	4903.594	4903.594	2.055
Behavior x Grade	2	276.930	138.465	.058
Behavior x Sex	1	467.861	467.861	.196
Location x Grade	2	31455.835	15727.918	6.591*
Location x Sex	1	.069	.069	.000
Grade x Sex	2	14081.789	7040.895	2.951
Behavior x Location x Grade	2	3334.518	1667.259	.699
Behavior x Location x Sex	1	1163.748	1163.748	.488
Behavior x Grade x Sex	2	4333.225	2166.612	.908
Location x Grade x Sex	2	7302.252	3651.126	1.530
Behavior x Location x Grade x Sex	2	9716.461	4858.230	2.036
Within Cell	168	400874.069	2386.155	
Total	191	696110.094		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 6.26

Mean Empirical Scores for Combined Interviewer Ratings, IQ, and Occupations on Second Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	369.79	364.76	458.49	416.25	390.20	347.49	463.89	429.18	405.00
6th	366.74	352.90	402.76	399.96	391.13	409.15	431.95	391.95	393.32
9th	369.78	387.20	448.00	467.78	373.13	375.06	421.69	464.30	413.37
Total	368.77	368.28	436.41	427.99	384.82	377.23	439.17	428.47	403.89

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	368.06	379.98	376.29	374.78
Disapproved	441.95	406.66	450.44	433.02
Urban	402.32	380.59	418.19	400.37
Rural	407.69	406.05	408.55	407.42
Male	420.59	398.15	403.15	407.29
Female	389.42	388.49	423.59	400.50
Approved Males	380.00	378.94	371.46	376.79
Approved Females	356.13	381.03	381.13	372.76
Disapproved Males	461.19	417.36	434.85	437.80
Disapproved Females	422.72	395.96	466.04	428.24
Approved Urban	367.28	359.82	378.49	368.52
Approved Rural	368.85	400.14	374.10	381.03
Disapproved Urban	437.37	401.36	457.89	432.20
Disapproved Rural	446.54	411.95	443.00	433.82
Urban Males	414.14	384.75	408.89	402.59
Urban Females	390.50	376.43	427.49	398.14
Rural Males	427.05	411.54	397.41	412.00
Rural Females	388.34	400.55	419.68	402.85

Table 6.27

Analysis of Variance of Combined Empirical Interviewer Rating, IQ, and Occupations Scores on Second Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	162808.689	162808.689	54.500*
Location	1	2391.362	2391.362	.801
Grade	2	12980.112	6490.056	2.173
Sex	1	2216.800	2216.800	.742
Behavior x Location	1	1420.311	1420.311	.475
Behavior x Grade	2	23907.592	11953.796	4.001**
Behavior x Sex	1	366.898	366.898	.123
Location x Grade	2	9923.091	4961.545	1.661
Location x Sex	1	264.143	264.143	.088
Grade x Sex	2	21504.159	10752.079	3.599**
Behavior x Location x Grade	2	2787.156	1393.578	.467
Behavior x Location x Sex	1	69.822	69.822	.023
Behavior x Grade x Sex	2	4545.465	2272.732	.761
Location x Grade x Sex	2	728.147	364.074	.122
Behavior x Location x Grade x Sex	2	8212.764	4106.382	1.375
Within Cell	168	501838.311	2987.132	
Total	191	755964.781		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.28

Mean Scores for Gross Combination of Glueck Empirical Factors, Interviewer Ratings, IQ, and Occupations of First Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	484.70	468.05	565.98	558.05	545.25	522.40	646.40	543.54	541.80
6th	484.33	477.76	631.20	555.21	589.71	536.55	634.83	605.81	564.43
9th	521.88	501.69	603.14	585.99	478.94	487.21	546.71	607.30	541.61
Total	496.97	482.50	600.11	566.42	537.97	515.39	609.31	585.55	549.28

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	505.11	522.09	497.43	508.21
Disapproved	578.50	606.77	585.79	590.35
Urban	519.20	537.13	553.18	536.50
Rural	564.40	591.73	530.05	562.06
Male	560.59	585.02	537.67	561.09
Female	523.02	543.84	545.55	537.47
Approved Males	514.98	537.02	500.41	517.47
Approved Females	495.23	507.16	494.45	498.95
Disapproved Males	606.19	633.02	574.93	604.71
Disapproved Females	550.80	580.51	596.65	575.99
Approved Urban	476.38	481.05	511.79	489.74
Approved Rural	533.83	563.13	483.08	526.59
Disapproved Urban	562.02	593.21	594.57	583.27
Disapproved Rural	594.97	620.32	577.01	597.43
Urban Males	525.34	557.77	562.51	548.54
Urban Females	513.05	516.49	543.84	524.46
Rural Males	595.83	612.27	512.83	573.64
Rural Females	532.97	571.18	547.26	550.47

Table 6.29

Analysis of Variance of Gross Combination Scores for First Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	323859.836	323859.836	71.511*
Location	1	31352.385	31352.385	6.923*
Grade	2	22033.783	11016.891	2.433
Sex	1	26788.375	26788.375	5.915**
Behavior x Location	1	6223.332	6.223.332	1.374
Behavior x Grade	2	1945.992	972.996	.215
Behavior x Sex	1	1249.047	1249.047	.276
Location x Grade	2	57600.200	28800.100	6.359*
Location x Sex	1	9.874	9.874	.002
Grade x Sex	2	23926.109	11963.055	2.642
Behavior x Location x Grade	2	8762.762	4381.381	.967
Behavior x Location x Sex	1	976.035	976.035	.216
Behavior x Grade x Sex	2	8946.328	4473.164	.988
Location x Grade x Sex	2	21497.506	10748.753	2.373
Behavior x Location x Grade x Sex	2	18082.570	9041.285	1.996
Within Cell	168	760835.949	4528.785	
Total	191	1314090.016		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 6.30

Mean Scores for Gross Combination of Glueck Empirical Factors, Interviewer Ratings, IQ, and Occupations of Second Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	504.33	490.16	624.58	567.11	532.73	477.31	653.43	584.70	554.29
6th	493.24	481.30	543.31	544.54	533.65	587.08	584.53	532.81	537.56
9th	502.28	526.50	613.54	633.11	522.65	525.49	587.54	630.25	567.67
Total	499.95	499.32	593.81	581.59	529.68	529.96	608.50	582.59	553.17

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	501.13	523.82	519.23	514.72
Disapproved	607.46	551.30	616.11	591.62
Urban	546.55	515.60	568.86	543.67
Rural	562.04	559.52	566.48	562.68
Male	578.77	538.68	556.50	557.98
Female	529.82	536.43	578.84	548.36
Approved Males	518.53	513.45	512.47	514.81
Approved Females	483.74	534.19	526.00	514.64
Disapproved Males	639.01	563.92	600.54	601.15
Disapproved Females	575.91	538.68	631.68	582.09
Approved Urban	497.25	487.27	514.39	499.64
Approved Rural	505.02	560.37	524.07	529.82
Disapproved Urban	595.85	543.93	623.33	587.70
Disapproved Rural	619.07	558.67	608.90	595.55
Urban Males	564.46	518.28	557.91	546.88
Urban Females	528.64	512.92	579.81	540.46
Rural Males	593.08	559.09	555.10	569.09
Rural Females	531.01	559.95	577.87	556.28

Table 6.31

Analysis of Variance for Gross Combination Scores for Second Year Group of 192 Students Divided Equally According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	283814.730	283814.730	52.055*
Location	1	17352.699	17352.699	3.183
Grade	2	29136.785	14568.393	2.672
Sex	1	4440.014	4440.014	.814
Behavior x Location	1	5988.738	5988.738	1.098
Behavior x Grade	2	59313.820	29656.910	5.439*
Behavior x Sex	1	4283.750	4283.750	.786
Location x Grade	2	17441.698	8720.849	1.600
Location x Sex	1	489.927	489.927	.090
Grade x Sex	2	41947.361	20973.681	3.847**
Behavior x Location x Grade	2	10909.859	5454.930	1.001
Behavior x Location x Sex	1	639.074	639.074	.117
Behavior x Grade x Sex	2	8621.438	4310.719	.791
Location x Grade x Sex	2	2425.085	1212.542	.222
Behavior x Location x Grade x Sex	2	16237.512	8118.756	1.489
Within Cell	168	915965.120	5452.173	
Total	191	1419007.531		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Chapter 7

Situation Exercises

The psychologist is sometimes called upon to assist in diagnosing the problems of and providing therapy for children who have exhibited aggressive and socially disapproved or delinquent behavior. At times he may experience considerable difficulty in selecting evaluative techniques which he can use with confidence. The available tests and scales appear only indirectly related to the task of understanding the child, and particularly the misbehaving child, in the classroom. Substantial numbers of these devices have a decided psychiatric emphasis. Many have been developed primarily for use with adults; and the forms used with children often represent downward revisions of these tests. The structured tests, typified by the traditional paper and pencil inventories, have marked advantages in ease of administration and reliable scoring; but the research involving their validity has stressed individual and social pathology. The very important criteria of performance in educational settings have been largely neglected (Katzell and Katzell, 1962). Psychologists using projective tests assume that the provision for free response will provide greater information about inner and motivational factors in the youngster which will justify the greater time required for administration and greater difficulty in establishing reliable scoring. However, there is some evidence to indicate that these devices may have little value in evaluating behavior related to or occurring in the classroom (Ricciuti, 1962).

The Eau Claire County Youth Study was designed with major emphasis placed upon an investigation of the behavior of the child in school. The instruments to be used included some scales which had already been found to have value in predicting or diagnosing behavior problems, modified forms of other scales which had not been used in this area, and some new psychological devices designed for use in diagnosing specific problems likely to be encountered by children. Two of the scales developed for the study were semi-projective instruments, the sentence completion instrument described in Chapter 8 and the Situation Exercises which will be described in this chapter. This report will concern itself with the development of the Situation Exercises and the effort at assessing their reliability and validity.

The rationale for projective and semi-projective techniques of assessment is well described by Rosenzweig who states that

> "........... the subject will project himself into the stimulus situation and possibly identify with the central figure of it.... In giving his first response..... the subject will, it is assumed, respond in some sense more or less unconsciously for himself" (1960, p. 151).

A more parsimonious view is offered by Rohde who speculates less upon projection, identification, and the unconscious. She suggests that "The differential characteristic of the sentence completion method and other (projective or semi-projective) devices.... is their employment of an indirect approach...." (1957, p. 3). She further suggests that the assumption is made that "...... he will reveal more readily his thoughts, fantasies, and emotional conflicts than he would in direct questioning" (1957, p. 3).

For the application of a projective technique to the study of aggressive behavior a logical starting point is the familiar frustration-aggression hypothesis originally stated by Miller and others (1939). Briefly the hypothesis states that one of the major classes of reaction to frustration, failure, or blocking in the human organism is aggression. This may take various forms such as direct physical attack on the frustrating person, event or object, indirect attack on some other and possibly safer person or object, intra-punitive assault on the self (psychologically), or aggression through a verbal medium. The latter assumes that the frustrated individual may employ the vicarious symbolic technique of speaking or writing his aggressive response to a frustrating stimulus. The frustrating stimulus which precipitates verbal aggression is assumed to merely trigger the aggressive response from a fund or reservoir of aggressive potential acquired through various frustrations, real or perceived as real, in the life of the individual.

Projective assessment of aggression is best represented in the Rosenzweig Picture-Frustration Study (1948). A series of cartoons is presented showing two characters with the cartoonist's bubbles above their heads. The character on the left is shown making a statement, already printed in the bubble, which presumably may be frustrating to the individual on the right. The examinee is instructed to write the first words that occur to him for what the person on the right might say. The various forms of the P-F study permit selection of pictures in which the character on the right is approximately similar in age to the examinee. Rosenzweig states that "His (examinee) several responses to the P-F items may then be taken as a sample of his repertoire of reaction patterns in situations of frustration" (1960, p. 151).

Rohde proposes that aggressive tendencies or aggression as a need may be evaluated from sentence completions. She describes the whole conceptual scheme of personality variables of Murray (1938), the needs, need integrates, inner states, and traits and suggests that signs or manifestations of all of the variables, including aggression both as need and as press, may be revealed in sentence completions. All signs of belittling, cursing, blaming, or statements of desire to assault, injure, or attack are classified as "n aggression" responses while responses in which the examinee complains of attacks, assaults, blame, or ridicule to himself are classified as "p aggression."

In a recent review of projective techniques, Arnold (1962, p. 5) suggests that aggressive personalities may be distinguished by the way they deal with aggressive themes in creative stories which they produce as responses to Thematic Apperception Test (TAT) cards or some other projective device. She goes on to describe a technique for administering TAT or some other projective test in which the emphasis is directed to the examinee's production of a narrative. There is particular emphasis on the use of creative imagination by the examinee (1963, p. 49). Analysis is then undertaken in terms of "imports." These are described variously as the examinee's convictions, the moral, the meaning, or the significance. She suggests that once the import is identified, it becomes possible to follow the storyteller's trend of thought, his habitual dispositions, and the circumstances of his life (1962, p. 51).

Yates has pointed out recently (1962, p. 101) that several studies are in support of the conclusion that children are likely to express aggression in projective assessments if they have parents who are permissive concerning the expression of aggression but are not likely to express it when parental permissiveness is low. Berkowitz (1962, p. 88) also notes that the expression of aggression on projectives will vary inversely with levels of punishment for expressing aggression to which the child is accustomed. However, he also notes that when counteracting tendencies are set in motion and the child is encouraged to express himself freely, aggression will appear in fantasy productions before it appears in behavior (1962, p. 88). Both Yates and Berkowitz also note that a number of researchers have failed to demonstrate consistent relationships between fantasy and overt aggression (Berkowitz, p. 262; Yates, p. 100).

Turning next to the question of adjustment inferred from projectives, Getzels and Jackson (1962) reported recently that they employed direct and indirect sentence completions to assess adjustment of youngsters. A simple plus or minus scoring system was used in which all morbid fantasy, defeatism, and hostility were scored minus and all other productions plus. They also used a story completion instrument consisting of 25 problem situations in which the examinee was required to select a course of action. This instrument was used to assess moral adjustment (Getzels & Jackson, 1961, p. 135-137).

Bandura and Walters have recently developed and tested a projective instrument which they called the Thematic Deviation Test (Bandura & Walters, 1959, p. 19). The test consists of ten pictures and eight incomplete stories. In each, an adolescent is shown performing or about to perform a socially deviant act. The pictures and stories were presented with directions to make up a story about each picture or complete the incomplete story. The stories were scored for the frequency of expression of hostility to the parents. Inter-rater reliabilities of .86 were achieved and significant differences were found between criterion groups of highly aggressive adolescents and controls on expression of hostility toward the father but not toward the mother (Bandura & Walters, 1959, p. 129).

Other studies and discussions relevant to the use of projective and semi-projective scales and fantasy productions are presented in Chapter 8. The reader is urged to examine that discussion along with the present review before proceeding into this chapter. For the present it may be of interest to restate the interesting conclusion drawn by Dana in his review of the Rosenzweig Picture-Frustration Study in The Fifth Mental Measurements Yearbook (1959, p. 155):

> "In approximately 25 years the P-F has demonstrated that responses to frustrating situations are measurable and have meaning consistent with other pilgrimages into the unconscious, both rational and empirical."

The problem in this study was to develop an instrument which might be (1) useful in assessing the adjustment of youngsters who displayed aggressive or predelinquent behavior in school, (2) useful in pinpointing the psychological variables which were associated with the behavior problems, and (3) useful to teachers and counselors in developing a broader view of the problem youngster from which preventive and therapeutic procedures might be derived. In line with the work of Rosenzweig (1960) and the familiar Frustration and Aggression (Dollard et al, 1939) hypothesis, a decision was made to employ a frustration situation as the stimulus element. Brief descriptions of frustrating situations, appropriate in age level and sex, for the three grade levels of Ss used in this study, were developed. A relatively new response format was used, namely to write as many things the youngster could do as possible in response to the frustration situation. Thus, the responses were brief, written, and timed in the sense that the child was urged to produce as many as possible in the four minutes allotted for each of four situations. A comparable time allotment was reported by Getzels and Jackson (1961, p. 138) for the administration of their Indirect Sentence Completion Test. A more complete description of the tests developed for this study, the Situation Exercises, follows in the next section.

Procedure

Instruments

As part of the test battery used in this study, the Situation Exercises were administered individually by a trained social worker or psychologist to each child in this study. In brief, the Situation Exercises are short printed descriptions of personally frustrating circumstances. The four situations included (1) being accused of cheating in school, (2) being threatened with punishment for an unavoidable mistake, (3) receiving a social rebuff, and (4) not being allowed to make a simple decision concerning the selection of clothing. Each was presented as a short paragraph describing a child in the frustrating situation. The exercises were differentiated to make them suitable for each grade level and sex. The subject was asked to write all the things that could be done or said in response to the situation. He was instructed to write each of these things on a separate line of the response sheet. A time limit of four minutes for each exercise was selected after the preliminary trials indicated that children could produce a set of responses without being unduly limited by the time factor. The following are illustrations of the four exercises used for boys at the sixth grade level:

Situation I	Tommy's teacher called his mother to tell her that Tommy was caught copying from another pupil during a test. Tommy knows the teacher called his mother. Write all the things you can think of that Tommy might do or say about this.

Situation II — Bobby's father scolded him for coming home late from visiting a friend. The reason Bobby was late was because the bus was late. His father says he does not want to hear any excuses. Write all the things you can think of that Bobby might say or do to anyone about this.

Situation III — John met a group of kids who were going to walk home together from school. John said that he wanted to walk with them. The kids said they didn't want John to walk home with them. Write all the things you can think of that John might do or say to anyone about this.

Situation IV — Jim picked out a sweater in a store. He wanted to buy it with money which he had saved from his allowance. Jim's mother would not let him buy it because she said it was not a good color and it would not look nice on Jim. Write all the things you can think of that Jim might say or do to anyone about this.

Scores

The first score, derived only for first year Ss, was for quantity of response. This was evaluated simply in terms of the total number of responses that the child could produce for all four exercises.

The second score derived was a qualitative measure called the "Adaptive Score." The following steps were used in deriving this score:

1. Each response was evaluated individually as either "maladaptive", "adaptive", or "indeterminate." "Adaptive" responses were awarded a score of 1, "indeterminate" 2, and "maladaptive" 3.

2. The Situation Exercises were scored one at a time, i.e., all of Situation Exercise I first, then Situation Exercise II, etc.

3. Each response was scored independently of the others, using the scoring examples for each Situation Exercise as a supplement to the overall scoring principles.

4. The response scores were added together to derive an overall score. This number denoted the student's Adaptive Score as measured by this psychological device.

Operational definitions and illustrations of the "Adaptive Scores", derived only for first year Ss, are given in Figures 7.1, 7.2, and 7.3.

The third score was a qualitative measure of the indications of needs, press, and inner states found in the responses (Murray, 1938, and Rohde, 1957). Each individual response was scored according to the nature of the need indicated, the inner state, or the press imposed upon the individual (Figure 7.4).

Figure 7.1

Adaptive Responses Score 1	suggest behavior which involves constructive initiative, submission to authority and punishment, requests assistance from parents and authorities, admission of guilt, forthright statement (without rationalization) of reasons for actions, avoids maladaptive responses, tries again, accepts situation realistically, uses humor without de-emphasizing the seriousness, inquires for reasons. These responses attempt to resolve the problem effectively now or in the future, or at least tend to offset any worsening of the situation for the time being.

Situation Exercise I

Examples: "He'd try to take it over again"; "she should not have been cheating"; "tell her mother about it"; "he'd say that he hadn't been studying"; "if it is this hard, she should have help"; "she could do the test over again"; "he take the consequences."

Situation Exercise II

Examples: "We had so much fun, I didn't look at the clock"; "he was sent to bed"; "tell his mother"; "learn to tell time"; "explain it to him later"; "call the bus company"; "I didn't know what time it was."

Situation Exercise III

Examples: "Leave them alone"; "why can't I?"; "could just forget it"; "just accept the fact that she isn't wanted"; "ask another friend"; "asks why"; "she might go to a friend's house"; "don't mope around, find new friends"; "ride the bus instead"; "it is OK I think"; "telling teacher"; "forget it."

Situation Exercise IV

Examples: "Pick out a different color"; "why not, huh?"; "he'd tell dad about it"; "ask his mother why she didn't like the color"; "say nothing"; "not argue with her"; "don't beg"; "I guess she knows"; "it matches my skirt"; "don't be angry"; "explaine how nice it is"; "she could talk over the problem with her mother"; "take mother's advice"; "say that he likes it"; "don't cry"; "I like it and I think it is pretty."

Figure 7.2

Indeterminate Responses include all those not clearly maladaptive or adaptive. These statements lack a relationship to resolutions of the problem described. Unclear statements or repetitions of statements made in Situation Exercises are in this category.

Score 2

Situation Exercise I

Examples: "Tom was cheating"; "dishonest"; "he'd tell his friends"; "she hadn't studied for the test."

Situation Exercise II

Examples: "She didn't know the time"; "do you think she'll get a whipping?"; "I was at his place when father came."

Situation Exercise III

Examples: "Bobby is nice"; "left out"; "disliked"; "I was walking on the sidewalk"; "they were going to do something"; "he might tell his friends about it"; "she might say she was unwanted."

Situation Exercise IV

Examples: "Buy some candy"; "it has a red collar"; "I wanted it, but she didn't get it"; "choosy."

Figure 7.3

Maladaptive Responses Score 3	suggest behavior which is inappropriate, aggressive, lying, evasive, demonstrates vacillation or inaction, is fearful, justifies misdoings, involves rationalization, is retaliative, employs bribery, evidences emotional upset. These responses fail to lead to improvement in the situation and might easily cause it to deteriorate.

Situation Exercise I

Examples: "He'd get even"; "he'd lie"; "he'd run away"; "think up some alibi"; "he'd brag about it"; "others were copying too"; "he might skip school"; "he'd cry"; "make a joke out of it"; "say you were daydreaming"; "hate the teacher"; "when he got home he was very sad"; "that she didn't mean to"; "don't talk about it."

Situation Exercise II

Examples: "He didn't want to stop and play"; "why do you punish me?"; "oh that makes me mad"; "he could say he was next door"; "he might argue"; "not speak to his father for awhile"; "maybe his dad was wrong"; "he could do nothing"; "father hates her"; "act as if nothing happened"; "go in her room and cry"; "say he wasn't late."

Situation Exercise III

Examples: "She didn't care"; "I don't like you"; "she begins to cry"; "I'll never ask you again"; "might pick a fight"; "my feelings are hurt"; "tell the kids where they could go"; "who do they think they are?"; "they're stuck up"; "I had to be home at 4 so I could not go with them"; "bribe"; "tell other kids parents."

Situation Exercise IV

Examples: "It might have cost too much"; "Billy was mad"; "cry"; "yell at his mother"; "she should get sweater, it was her money"; "buy it anyway"; "steal it"; "his mother is mean"; "I'll get it next time"; "beg the mother to get it"; "say that mother doesn't like him"; "he wanted it because it was cheaper"; "say it was too high priced or of poor material."

Figure 7.4

Needs

n Aba = n Abasement: To acquiesce, resign passively, accept insult or punishment, take the blame, or surrender. Masochism. Apologize, promise to do better, try to improve, confess, say that he would not do it again.

n Agg = n Aggression: To belittle, curse, blame, slander, or ridicule. To injure. Attack. Defying authority.

n Blam = n Blamavoidance: Susceptibility to censure. To resist further temptation. To avoid blame by inhibiting impulses. Concern toward future. Concern about being blamed. Not do it again.

n Cnt = n Counteraction: Seek another chance, give him another chance. "I'll show them." He should show them he can do right.

n Dfd = n Defendance: To disavow blame. To justify the misdeed. Explanation or alibi. Deny it. To relate facts. To explain, interpret, lie. Sour grapes.

n Dom = n Dominance: To influence or control others. To persuade or dictate. To lead and direct. To restrain. To assert dominance over mother, father, or peers.

n Harm = n Harmavoidance: To avoid or flee from physical danger or punishment. To fear injury, illness or death. To hide or take protective measures. Run away. Not go home. To avoid shame. To escape failure or humiliation. Hypersensitivity. Don't tell anyone.

n Nur = n Nurturance: To be sympathetic and consoling to a person in distress. To protect.

n Pass = n Passivity: Be relaxed or indifferent.

n Rec = n Recognition: To seek praise or attention by display of ability or good qualities.

n Rej = n Rejection: To ignore or exclude somebody. To show contempt. When child spurns association.

n Suc = n Succorance: To seek aid, protection, or sympathy, forgiveness.

n Und = n Understanding: To seek knowledge to observe. Inquire. Investigate.

Inner States

Anx = Anxiety: To fret, to worry. To be apprehensive or fearful.

C = Conflict: A state of uncertainty, perplexity, or indecision.

Dej = Dejection: Disappointment, depression, sorrow, grief. Ashamed.

Opt = Optimism: To be lighthearted. To be confident and hopeful.

SE = Superego: To be governed (inhibited, guided, or punished) by conscience. He should obey conscience. He should know the right thing to do.

Press

p Aggression = Someone belittles, curses, blames, slanders, or ridicules the subject. Parents, teacher, or other kids are out to get him, to harm him, to get him in trouble.

Results

Reliability of Adaptive Scorings

To assess the reliability of the Adaptive Scoring, each author scored independently each response for each participant in the study as outlined above. The Pearson product-moment correlation coefficients between these two sets of Adaptive Scores, reported in Table 7.1, range from .86 to .96 and are interpreted as evidencing an acceptable degree of inter-rater reliability.

Reliability of Scoring of Needs, Press, and Inner States

A study of the reliability of this procedure was undertaken in terms of the extent of agreement between two independent scorings of all responses. These results are shown in Table 7.2. The percentages of agreement between raters was uniformly close to 70 percent for the first, second, and fourth situations but fell to 57 percent for the third situation. The agreements at the sixth and ninth grade levels were consistently higher than at the third grade level.

Quantity of Response

The mean number of responses of the First Year Group (n = 192) to the Situation Exercises for combinations of behavior, location, and sex for the three grades of this study may be found in Table 7.3.

Analyses of variance, reported in Tables 7.4, 7.5, and 7.6, were undertaken to evaluate the significance of differences between these means at the three grade levels for first-year Ss. No Fs significant at the .05 level or less were found, although a few approached this level of significance. While differences are noted between some of the means, these results indicate that gross productivity of responses is not related significantly to classroom behavior.

Adaptive Scores

The mean adaptive scores for the responses to all four situation exercise scores combined are given in Table 7.7 and the analysis of variance for these scores is reported in Table 7.8. It should be recalled that the higher the score, the greater the indication of maladjustment. The first significant F is for sex ($p < .05$). The mean for boys is greater than the mean for girls, 7.47 to 7.12 respectively. The F for the interaction of behavior by location is also significant ($p < .01$). The mean for disapproved urban youngsters, 7.74, is greater than the means for approved urban and disapproved rural youngsters, 7.08 and 7.04 respectively. The poorest adjustment, as revealed by the responses to the four situations, was found in disapproved urban group.

The mean adaptive scores for Situation I, being accused of cheating in school, are presented in Table 7.9 and the analysis of variance of these scores is reported in Table 7.10. The F for the behavior by location means is significant at the .01 level. The mean for the disapproved urban youngsters, 2.01, is greater than the means for approved urban, disapproved rural, and approved rural, 1.77, 1.78, and 1.91 respectively.

In Situation II, the child was asked to tell all the things which he could do if he were threatened with punishment for the unavoidable mistake of arriving home late. The mean adaptive scores for responses to this situation are presented in Table 7.11 and the analysis of variance is reported in Table 7.12. The F for sex is significant at the .05 level. The mean adaptive score for boys, 1.80, reveals poorer adjustment in the responses, than the mean for girls, 1.64. The F for behavior by location is significant at the .01 level. The mean for the disapproved urban youngsters, 1.90, is greater (poorer adjustment) than the means for the approved urban, disapproved rural and approved rural youngsters, 1.61, 1.65, and 1.73 respectively.

Situation III called for responses to a social rebuff. The means are presented in Table 7.13 and the analysis of variance in Table 7.14. The F for grade is significant at the .01 level. The mean for the sixth grade youngsters, 2.01, is greater than the means for the third and ninth, 1.85 and 1.77 respectively, reflecting poorest adjustment or adaptive responses at the sixth grade level.

Situation IV involved a dispute between the child and parent concerning the purchase of a piece of clothing. The mean adaptive scores are reported in Table 7.15 and the analysis of variance in Table 7.16. The F for grade is significant at the .05 level, but this is confounded by the significant interaction of behavior by grade for which the F is also significant at the .05 level. The mean for the third grade disapproved youngsters, 1.63, is lower than the means for the sixth grade approved and disapproved and the ninth grade disapproved, 1.88, 2.01 and 1.95 respectively.

Need-Press Evaluation

Because the analysis of need and press responses was so extensive, the analysis was limited to the First Year Group of 192 children. A total of 13 needs, five inner states and one press were represented or inferred from the responses. However, some needs, inner states, or press were manifested only rarely while others were common. Tables 7.17, 7.18, 7.19, 7.20, and 7.21 show the frequencies for each basic group of eight children of each response classification for Situations I, II, III, IV, and the total of the four situations respectively. The needs for abasement, aggression, counteraction, defendance, and harmavoidance and the press of aggression were the most common manifestations in responses to Situation I. In Situation II, the most frequent types of responses were the needs for abasement, aggression, counteraction, defendance, and harmavoidance and the press of aggression. In Situation III, the needs for aggression, counteraction, defendance, rejection, succorance and understanding and the press of aggression were most common. Needs for abasement, aggression, counteraction, defendance and succorance and the press of aggression characterized responses to Situation IV. The combined analysis for Situation Total reported in Table 7.21 shows that several needs such as dominance, nurturance, and recognition and all of the inner states occurred only rarely.

In order to render this analysis more intelligible the responses were grouped into three major classes called systems. The major components of the abasement system were the abasement, counteraction, passivity, succorance, and understanding needs; the anxiety, dejection, and superego states; and the aggression press. The defendance system included the responses which were classified as needs for defendance, blamavoidance, and harmavoidance. The aggression system comprised the needs for aggression, dominance, and rejection. These responses were added together across the four situations. The frequencies for each type of response in each of the three systems are shown in Table 7.22.

The individual scores for each system were also analyzed. The means of the abasement system scores are presented in Table 7.23 and the analysis of variance of these scores is reported in Table 7.24. The F for sex is significant at the .05 level. The mean for females, 9.03, is greater than the mean for males, 7.42. Girls gave more abasement system responses. However, this result is confounded by the significant F ($<.05$) for the interaction of behavior by location by sex.

The means of the defendance system scores are reported in Table 7.25 and the analysis of variance in Table 7.26. The F for behavior is significant at the .05 level. Approved children had higher means for defendance responses than disapproved, 4.43 to 3.59 respectively.

The means for the aggression system scores are given in Table 7.27 and the analysis of variance in Table 7.28. The F for grade level is significant at the .01 level. The mean for sixth graders, 4.84, is greater than the mean for ninth graders, 3.38, which in turn exceeds the mean for third graders, 2.49. The F for behavior by sex is also significant at the .05 level. The mean for approved males is 5.09, for disapproved females, 3.82, for approved females, 3.23, and for disapproved males, 2.75. This tendency to higher scores in the approved children is reflected in the overall mean for approved children, 4.16, when compared with the overall mean for disapproved children of 3.29.

Discussion

The Eau Claire County Youth Study was designed to contribute to an understanding of the factors leading to approved and disapproved behavior of the child in the classroom. As part of this research effort, an attempt was made to design this special test, the Situation Exercises, specifically for this purpose. Experience has shown that the goals of simple, straightforward administration appear to have been achieved. The test can be given in less than twenty minutes. The questions now under discussion are those basic to any test at virtually any state of development and usage. How reliable is it? For what purposes is it valid?

In answer to the first question, it appears that evidence of scoring reliability has been established. The Situation Exercises can be scored consistently by two psychologists proceeding independently. The method, Adaptive Scoring, involving categorization of responses as adaptive, maladaptive, or indeterminate showed high inter-rater correlations. Efforts are currently underway to determine whether or not similar satisfactory findings would obtain if the tests were scored by individuals having less professional training in testing. The important criterion of re-test reliability has yet to be evaluated.

The reliability of scorings (inter-rater agreement) in terms of need and press are also believed to be satisfactory, particularly for the first trial of scoring procedures. While the percentages of agreement are not as impressive as the correlation coefficients derived in connection with the quantitative Adaptive Scores, it is believed that they compare favorably with similar scorings of projective tests such as the Rorschach and the TAT (Garfield, 1957). Investigation is currently underway to explore the reasons for the differences in scoring agreement from grade to grade and from one Situation Exercise to the next. If these are understood, then steps can be taken to sharpen the scoring standards to insure higher agreement.

The consistently lower inter-rater agreement regarding third graders' responses may reflect some vagueness in their responses. If their statements are not clear and specific, then scoring ambiguities are likely to result. There is some suggestion that their undeveloped verbal skills involving expression may contribute to the lower reliability of the scores. Individual and group administration of the Situation Exercises to the children of other grades should provide additional relevant information.

In regard to the lower inter-rater agreement on Situation Exercise III as contrasted to I and IV, there are indications that scoring consistency or inconsistency may be related to the power of the story to elicit highly specific, predictable responses. Thus, Situation Exercise III may elicit the more personally determined sort of responses which are less amenable to consistent scoring. If this is true, then Situation Exercise III might be potentially more valuable than the others if its scoring agreement can be enhanced.

The assessment of the validity of the Situation Exercises has just begun. In some of the early thinking regarding an interpretation of this test, it was felt that quantity of response might well differentiate the socially approved and disapproved youngsters. It was hypothesized that children manifesting socially approved behavior may have a greater number of response alternatives as compared to the socially disapproved children. This response repertoire might provide them with a greater variety of behavioral alternatives to any given real-life frustrating situation. Thus, they would have a greater likelihood of meeting these situations in an adaptive and approved fashion. Analysis of the Situation Exercises responses fails to support the original hypothesis. While there are slight suggestions of difference according to sex, behavior and location, they lack a consistency from grade to grade and fail to achieve statistical significance. There is no evidence of important differences in numbers of responses offered by the approved and disapproved youngsters.

A second hypothesis involved the nature or quality of response to frustrating circumstances. It was hypothesized that the quality of response by the disapproved children would be poorer and less adaptive. Preliminary study reveals that the relationship of Adaptive Scores to approved or disapproved behavior is such that simple affirmation or negation of this proposition will not be forthcoming. For Situation I, being accused of cheating, the only significant F (.01) was for the interaction of behavior and home location. The disapproved urban youngsters scored highest (poorest) adaptive scores but the mean for disapproved rural children was almost identical to the mean for approved urban children. The adaptive scores for Situation II, inevitable punishment, reveal the same relationship. Again disapproved urban youngsters had significantly higher mean (poorer) adaptive scores and the order of the other three group means is identical to the order in Situation I. In Situation II, the F for sex was also significant. Boys scored higher (poorer) adaptive scores than girls.

The same pattern emerges again in the analysis of responses for the four situations combined. The F for behavior by location was significant and again it was the disapproved urban youngsters who revealed the poorest adaptive scores. The disapproved rural youngsters in turn have the lowest mean (most adaptive) of the four groups.

These results suggest quite clearly that the responses of disapproved rural children cannot be equated in the same system with disapproved urban youngsters. The maladaptive behavior of the urban classroom aggressor is more fully revealed in his responses to these first two situations and to the four situations combined. But the rural classroom aggressor tends instead to give adaptive responses. Nothing more than speculation is possible concerning the difference. Perhaps the urban youngster's aggression in the classroom is coupled with a greater forthrightness, lack of inhibition, while the rural youngster more actively inhibits his aggressive tendencies and gives socially acceptable responses. This view would be consistent with the commonly held notion regarding differences between urban and rural youth in general; but it is not reflected, as such, in any other parts of this overall study.

While also clearly speculative, it may be fruitful to consider the potential effect of the urban adult interviewer (psychologist or social worker) upon the child in relation to the adaptivity of responses. The urban aggressor may be the more mature and sophisticated youngster who is open to reveal himself before a non-threatening adult while the rural aggressor feels more or less intimidated and suppresses what he recognizes to be undesirable responses in the presence of this adult. The psychologist and interviewer may indeed be much more familiar figures for the urban child and thereby be less threatening.

In Situation III, the social rebuff, only grade level differences were found. Sixth graders gave the least adaptive responses, ninth graders the most adaptive. It is tempting to assume that at the third grade level, social adjustment, as to a rebuff, is just barely emerging as a problem in the life of a child and his responses, if the problem occurs, would be as adaptive as necessary for his level. At the sixth grade level the degree of social interaction is greatly increased, but skill in handling the rebuff is not yet well learned. At the ninth grade level the skill, if well learned, is reflected in the more highly adaptive responses. Obviously out of all this nothing emerges which is relevant to the quality of classroom behavior differentiation.

In Situation IV, the dispute concerning a clothing purchase, the sixth graders again produced the least adaptive scores. The reasoning again might proceed as in the discussion above with reference to Situation III. An alternative explanation may be that there is a connection here between these less adaptive responses in sixth graders and the apparent drop in creative abilities which has been noted to occur near this age level (Torrence, 1963, p. 11). At the time the four situations were developed for this study it was assumed that creative abilities, particularly ideational fluency, might relate to the child's ability to produce responses to the situation. Thus, it was assumed that the more fluent youngster might be able to produce more of adaptive and maladaptive responses and that, in turn, this would produce a greater fund from which to select only adaptive responses if he was motivated to suppress maladaptive responses. The lack of creativity or fluency as an ability in the sixth grader might then produce a situation which in both real-life behavior and projective responses a paucity of available ideas or responses forces him to use or report responses which are maladaptive because other adaptive responses are not thought of or available.

Discussion of the Needs and Press Analysis

These Situation Exercises seem to have the stimulus power to evoke a wide variety of responses related to needs and one press. These needs include abasement, aggression, defendance, harmavoidance and blamavoidance, counteraction, passivity, recognition, rejection, succorance, and understanding. The press which was often noted was that involving aggression. All of these motivational states are important elements in the psychological nature and behavior of the child. The counselor, psychologist, or social worker who is called upon to deal with a problem child will find it useful to use an assessment of these needs to build an understanding and therapeutic relationship with the child. Quite apart from potential differentiation on the basis of these responses in approved and disapproved children, the responses and the needs or press which they reveal should provide valuable insights for the diagnostician and therapist concerning the nature of an individual child.

Turning next to the question of concurrent validity or power of the response classification to discriminate, it would seem that little can be concluded from the analysis of responses in the abasement system. Girls give more abasement responses than boys but the interaction of behavior, location of home, and sex was also significant. Thus, disapproved urban males gave more abasement responses than disapproved urban females.

In the defendance system of responses the only significant F was for behavior. Approved youngsters gave more defendance responses than the disapproved youngsters. Perhaps this reflects the superego, conscience, or social concern which should characterize the approved youngster. Some defendance behavior might well be viewed negatively as maladaptive alibiing or rationalization. But in any event, it may reflect a sense of

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guilt or shame as the motivation to defend the self. In the long run it would, of course, always be considered generally maladaptive for the individual not to defend his self.

In regard to the aggression system of responses, the grade level difference is outstanding. Sixth graders produced by far the greatest number of aggression responses. This may be related to their tendency to produce highly maladaptive responses to Situations III and IV. Presumably most aggression responses would have been rated maladaptive.

The difference among the behavior by sex means was also significant. Approved males gave the largest mean number of aggression responses. Disapproved males gave the lowest number. And overall the approved youngsters gave more aggression responses than the disapproved. Yet it would be on the basis of aggression responses that one would be most likely to predict behavioral status as aggressive or not aggressive in the classroom. Those children who are nominated by teachers as persistently displaying aggressive and disruptive behaviors in school reveal the least aggression in their responses to the exercises. The glib alibi might be that they know they have been found out and hence dissimulate or cover up their real inclinations in these situations. The obvious probing nature of the exercises might be quite apparent to the youngster. From another point of view it might be asserted that the youngster retains a level of choice in selecting and reporting responses to these situations which is no longer available to him at the behavioral level of interaction with people and events in the real world.

In conclusion, it might be fruitful to offer some illustration of response evaluations related to the adaptive scoring and the needs, press, and inner states. The following are the responses of a ninth grade, disapproved, urban girl to Situation I, being accused of cheating:

> Like any kid she would deny it.
> She would probably say she wasn't going home.
> She would start to think of some excuse to tell mom.
> She would try to bribe the teacher to call mom back and say it was a mistake.
> She would probably have a friend come home with her to delay the speech.
> She would stay overnight with one of her friends.

All six of these responses were given ratings of three, the least adaptive value.

The following are the responses of an approved, sixth grade, urban girl:

> She might tell her mother that she was sorry and she would never do it again.
> She might tell the teacher she knew she was doing wrong and would never again.
> She might tell a close friend that she did not mean to copy but she couldn't help herself.

All three of these responses were scored as "one", the most adaptive response.

In Situation II, the child arrived home late and the father says he does not want to hear excuses. The following three responses of a disapproved, third grade, urban boy were all scored "three."

> He told his sister that his dad didn't know what time it was.
> He didn't eat supper.
> He got up and cried.

In Situation III, the child attempts to join a group of peers who are walking home from school and is rebuffed. The following six responses were given by an approved, sixth grade, urban boy:

> Call them names.
> Fight.
> Cry.
> Tell dad.
> Tell mom.
> Walk away.

The first three received ratings of "three" and the last three, ratings of "one."

Situation IV presents a frustration in which a youngster has earned his own money and has selected a sweater which he wishes to buy, but his mother will not let him proceed with the purchase. An approved, ninth grade, rural boy gave the following two responses:

> He could try to talk to her.
> He could go buy it anyway.

The first of these responses was rated "one" and the second "three."

The analysis of needs, press, and inner states, as noted previously, resulted in ratings most of which were in the area of needs although the press of aggression was frequently noted. The following responses to Situation I, being accused of cheating, were given and the classification follows each: (In this and subsequent illustrations, the illustrations are drawn from different children and generally only one from a child's total production.)

She might go to the teacher and apologize.	n Abasement
Tell lies about teacher.	n Aggression
She might ask to take the test over.	n Counteraction
Make excuses.	n Defendance

For Situation II, arriving home late to a father who will hear no excuses, the following responses were given and classified as indicated:

He should have a watch.	n Blamavoidance
My dad scolded me.	p Aggression
He could run away.	n Harmavoidance

Situation III, the social rebuff, elicited the following responses and classifications from several youngsters:

Say nothing.	n Passivity
I wouldn't even ask to walk with them.	n Rejection
She should tell them she liked them and wanted to play with them.	n Succorance
She could ask them why they didn't want to be with her.	n Understanding

To Situation IV, the dispute over a clothing purchase, the following responses were given:

Not speak to mother again.	n Aggression
Oh, heck.	Dejection
Maybe she'll still buy it for me.	Optimism
Her mother didn't want her to look nice.	p Aggression

The second and third responses and their classifications occurred very rarely.

In summary, the Situation Exercises are now viewed as a promising research tool. However, the use of these exercises in diagnosis of classroom aggressors would have to be undertaken with utmost caution. For the present it is assumed that valuable personal insights might be derived from the responses. These insights might further the understanding of the child by paving the way to deeper explorations in interviews. The basic understanding of the behavior and psychological nature of a misbehaving child must be gained through a variety of techniques and observations. Single tests or observations rarely provide the completeness needed for adequate grasp of the problem as it relates to the life of an individual.

Finally, it should be noted that soliciting responses to such an instrument is quite comparable to the sentence completion method. While both are projective in nature, both also reveal more of the purpose of assessment than other less verbal and less structured projectives. Thus, the responses should not be regarded as arising in uninhibited form from some subconscious realm. The subject is more able in the sentence completion test and in the situation exercises to give responses after he has passed them through a social desirability screen. Rotter and Rafferty (1950) state this matter succinctly when they say, "The responses tend to provide information that the subject is willing to give rather than that which he cannot help giving." The effect of the social desirability screen should be examined more carefully in further research.

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Table 7.1

Correlations Between Adaptive Scorings of Two Raters By Grade Level and Behavioral Status

Grade	Behavioral Status	
	Approved	Disapproved
3	.90	.86
6	.96	.91
9	.89	.96

Table 7.2

Reliability By Grade and Situation Exercise of Two Raters
Scoring Need-Press Responses and Inner States

Situation Exercise I			
Grade	Agreements	Total Number	Percent of Agreement
3	154	227	.68
6	222	317	.70
9	196	259	.76
Total	572	803	.71
Situation Exercise II			
Grade			
3	131	220	.60
6	179	251	.71
9	150	230	.65
Total	460	701	.66
Situation Exercise III			
Grade			
3	107	231	.46
6	192	294	.65
9	130	234	.56
Total	429	759	.57
Situation Exercise IV			
Grade			
3	155	255	.61
6	202	284	.71
9	182	246	.74
Total	539	785	.69
Total of All Situation Exercises	2000	3048	.66

Table 7.3

Means of Total Number of Responses to Four Situation Exercises for 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Grade Means
3rd	16.13	14.50	14.25	14.50	13.88	16.88	10.50	16.00	14.58
6th	15.62	19.25	18.00	22.00	18.25	16.75	12.75	20.62	17.91
9th	16.87	15.00	11.50	14.25	17.62	18.25	13.12	14.50	15.14
Total	16.21	16.25	14.58	16.92	16.58	17.29	12.12	17.04	15.88

	Third Grade	Sixth Grade	Ninth Grade
Approved	15.34	17.47	16.94
Disapproved	13.81	18.34	13.34
Urban	14.84	18.72	14.41
Rural	14.31	17.09	15.88
Male	13.69	16.16	14.78
Female	15.47	19.66	15.50
Approved Males	15.00	16.94	17.25
Approved Females	15.69	18.00	16.63
Disapproved Males	12.38	15.38	12.31
Disapproved Females	15.25	21.31	14.38
Approved Urban	15.31	17.44	15.94
Approved Rural	15.38	17.50	17.94
Disapproved Urban	14.38	20.00	12.88
Disapproved Rural	13.25	16.69	13.81
Urban Males	15.19	16.81	14.19
Urban Females	14.50	20.63	14.63
Rural Males	12.19	15.50	15.38
Rural Females	16.44	18.69	16.38

Table 7.4

Analyses of Variance for Total Number of Responses to Four Situation Exercises for 64 Third Grade Students Divided According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Source	SS	df	MS	F
Behavior	38	1	38	1.41
Location	5	1	5	.19
Sex	51	1	51	1.89
Behavior x Sex	19	1	19	.70
Behavior x Location	6	1	6	.22
Sex x Location	97	1	97	3.59
Behavior x Sex x Location	0	1	0	.00
Error: Within	1496	56	27	
Total	1712	63		

Table 7.5

Analyses of Variance for Total Number of Responses to Four Situation Exercises for 64 Sixth Grade Students Divided According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Source	SS	df	MS	F
Behavior	12	1	12	.18
Location	42	1	42	.65
Sex	196	1	196	3.02
Behavior x Sex	95	1	95	1.46
Behavior x Location	46	1	46	.71
Sex x Location	2	1	2	.03
Behavior x Sex x Location	82	1	82	1.26
Error: Within	3634	56	65	
Total	4109	63		

Table 7.6

Analyses of Variance for Total Number of Responses to Four Situation Exercises for 64 Ninth Grade Students Divided According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Source	SS	df	MS	F
Behavior	207	1	207	3.23
Location	35	1	35	.55
Sex	9	1	9	.14
Behavior x Sex	29	1	29	.45
Behavior x Location	5	1	5	.08
Sex x Location	1	1	1	.01
Behavior x Sex x Location	14	1	14	.22
Error: Within	3586	56	64	
Total	3886	63		

Table 7.7

Mean Total Adaptive Scores for 384 Students Divided According To Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	7.29	7.12	7.41	7.17	8.09	7.04	6.84	6.76	7.21
6th	7.66	6.88	8.79	8.06	7.52	7.47	7.57	6.54	7.56
9th	7.00	6.48	7.79	7.22	7.11	6.85	6.67	7.81	7.12
Total	7.32	6.83	8.00	7.48	7.57	7.12	7.03	7.04	7.30

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	7.39	7.38	6.86	7.21
Disapproved	7.05	7.74	7.37	7.39
Urban	7.25	7.85	7.12	7.41
Rural	7.18	7.28	7.11	7.12
Male	7.41	7.89	7.14	7.47
Female	7.02	7.23	7.09	7.12
Approved Males	7.69	7.59	7.06	7.45
Approved Females	7.30	7.18	6.67	6.97
Disapproved Males	7.13	8.18	7.23	7.51
Disapproved Females	6.97	7.30	7.52	7.26
Approved Urban	7.21	7.27	6.74	7.08
Approved Rural	7.57	7.50	6.98	7.35
Disapproved Urban	7.29	8.43	7.51	7.74
Disapproved Rural	6.80	7.06	7.24	7.04
Urban Males	7.35	8.23	7.40	7.66
Urban Females	7.15	7.47	6.85	7.16
Rural Males	7.47	7.55	6.89	7.30
Rural Females	6.90	7.01	7.33	7.08

Table 7.8

Analysis of Variance for Total Adaptive Score on Situation Exercises for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	2.933	2.933	.905
Location	1	4.541	4.541	1.401
Grade	2	14.018	7.009	2.159
Sex	1	12.528	12.528	3.864 **
Behavior x Location	1	23.069	23.069	7.116 *
Behavior x Grade	2	13.118	6.559	2.023
Behavior x Sex	1	1.201	1.201	.370
Location x Grade	2	6.098	3.049	.940
Location x Sex	1	1.949	1.949	.601
Grade x Sex	2	5.789	2.895	.893
Behavior x Location x Grade	2	4.916	2.458	.758
Behavior x Location x Sex	1	1.431	1.431	.441
Behavior x Grade x Sex	2	5.853	2.926	.903
Location x Grade x Sex	2	7.139	3.569	1.101
Behavior x Location x Grade x Sex	2	6.953	3.477	1.072
Within Cell	360	1167.342	3.242	
Total	383	1278.878		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 7.9

Mean Adaptive Scores for Situation I for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	1.99	1.89	1.77	1.92	2.18	1.71	1.75	1.79	1.87
6th	1.86	1.62	2.21	2.14	1.78	1.96	1.98	1.58	1.89
9th	1.68	1.55	2.06	1.96	1.87	1.93	1.61	1.97	1.83
Total	1.84	1.69	2.01	2.01	1.94	1.87	1.78	1.78	1.86

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	1.94	1.82	1.76	1.83
Disapproved	1.81	1.98	1.90	1.89
Urban	1.99	1.96	1.81	1.89
Rural	1.86	1.83	1.85	1.84
Male	1.92	1.96	1.81	1.89
Female	1.83	1.83	1.85	1.84
Approved Males	2.09	1.82	1.89	1.89
Approved Females	1.80	1.79	1.78	1.78
Disapproved Males	2.10	2.10	1.84	1.90
Disapproved Females	1.86	1.86	1.97	1.89
Approved Urban	1.94	1.74	1.62	1.77
Approved Rural	1.95	1.87	1.90	1.91
Disapproved Urban	1.85	2.18	2.01	2.01
Disapproved Rural	1.77	1.78	1.79	1.78
Urban Males	1.88	2.04	1.87	1.93
Urban Females	1.91	1.88	1.76	1.85
Rural Males	1.97	1.88	1.74	1.86
Rural Females	1.75	1.77	1.95	1.83

Table 7.10

Analysis of Variance for Adaptive Scores on Situation I for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	.342	.342	.757
Location	1	.201	.201	.445
Grade	2	.266	.133	.294
Sex	1	.335	.335	.741
Behavior x Location	1	3.360	3.360	7.433 *
Behavior x Grade	2	1.845	.922	2.039
Behavior x Sex	1	.308	.308	.681
Location x Grade	2	.461	.231	.511
Location x Sex	1	.055	.055	.121
Grade x Sex	2	.584	.292	.646
Behavior x Location x Grade	2	1.024	.512	1.132
Behavior x Location x Sex	1	.033	.033	.073
Behavior x Grade x Sex	2	1.371	.686	1.517
Location x Grade x Sex	2	1.256	.628	1.389
Behavior x Location x Grade x Sex	2	1.395	.698	1.544
Within Cell	360	162.883	.452	
Total	383	175.719		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 7.11

Mean Adaptive Scores for Situation II for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	1.68	1.52	2.04	1.76	2.02	1.72	1.80	1.54	1.76
6th	1.61	1.62	2.11	1.91	1.86	1.53	1.64	1.45	1.72
9th	1.72	1.48	1.96	1.59	1.65	1.58	1.50	1.94	1.68
Total	1.67	1.54	2.04	1.75	1.85	1.61	1.65	1.64	1.72

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	1.74	1.66	1.61	1.67
Disapproved	1.79	1.78	1.75	1.77
Urban	1.75	1.82	1.69	1.75
Rural	1.77	1.62	1.67	1.68
Male	1.89	1.81	1.71	1.80
Female	1.64	1.63	1.65	1.64
Approved Males	1.85	1.74	1.69	1.76
Approved Females	1.62	1.58	1.53	1.58
Disapproved Males	1.92	1.88	1.73	1.84
Disapproved Females	1.65	1.68	1.77	1.70
Approved Urban	1.60	1.62	1.60	1.61
Approved Rural	1.87	1.70	1.62	1.73
Disapproved Urban	1.90	2.01	1.78	1.90
Disapproved Rural	1.69	1.55	1.72	1.65
Urban Males	1.86	1.86	1.84	1.85
Urban Females	1.64	1.77	1.54	1.65
Rural Males	1.91	1.75	1.58	1.75
Rural Females	1.63	1.49	1.76	1.63

Table 7.12

Analysis of Variance for Adaptive Scores on Situation II for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	1.009	1.009	2.293
Location	1	.427	.427	.970
Grade	2	.429	.214	.486
Sex	1	2.503	2.503	5.688 **
Behavior x Location	1	3.238	3.238	7.359 *
Behavior x Grade	2	.146	.073	.166
Behavior x Sex	1	.034	.034	.077
Location x Grade	2	.757	.378	.859
Location x Sex	1	.195	.195	.443
Grade x Sex	2	.604	.302	.686
Behavior x Location x Grade	2	1.087	.544	1.236
Behavior x Location x Sex	1	.866	.866	1.968
Behavior x Grade x Sex	2	.289	.144	.327
Location x Grade x Sex	2	1.979	.990	2.250
Behavior x Location x Grade x Sex	2	.235	.117	.266
Within Cell	360	158.568	.440	
Total	383	172.366		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 7.13

Mean Adaptive Scores for Situation III for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	1.87	1.93	1.84	1.87	1.94	1.80	1.66	1.92	1.85
6th	2.22	1.87	2.29	1.98	1.98	2.11	1.93	1.71	2.01
9th	1.87	1.76	1.86	1.68	1.82	1.54	1.70	1.90	1.77
Total	1.99	1.85	2.00	1.84	1.91	1.81	1.76	1.84	1.88

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	1.89	2.05	1.75	1.89
Disapproved	1.82	1.98	1.78	1.86
Urban	1.88	2.02	1.79	1.92
Rural	1.83	1.93	1.74	1.83
Male	1.83	2.11	1.81	1.91
Female	1.88	1.92	1.72	1.84
Approved Males	1.91	2.10	1.85	1.95
Approved Females	1.86	1.99	1.65	1.83
Disapproved Males	1.75	2.11	1.78	1.88
Disapproved Females	1.90	1.85	1.79	1.84
Approved Urban	1.90	2.05	1.82	1.92
Approved Rural	1.87	2.05	1.68	1.86
Disapproved Urban	1.86	2.14	1.77	1.92
Disapproved Rural	1.79	1.82	1.80	1.80
Urban Males	1.86	2.26	1.87	2.00
Urban Females	1.90	1.93	1.72	1.85
Rural Males	1.80	1.96	1.76	1.84
Rural Females	1.86	1.91	1.72	1.83

Table 7.14

Analysis of Variance for Adaptive Scores on Situation III for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	.078	.078	.233
Location	1	.741	.741	2.212
Grade	2	3.993	1.997	5.961 *
Sex	1	.551	.551	1.645
Behavior x Location	1	.100	.100	.298
Behavior x Grade	2	.221	.111	.331
Behavior x Sex	1	.147	.147	.438
Location x Grade	2	.240	.120	.358
Location x Sex	1	.448	.448	1.337
Grade x Sex	2	.952	.476	1.420
Behavior x Location x Grade	2	.961	.481	1.435
Behavior x Location x Sex	1	.229	.229	.683
Behavior x Grade x Sex	2	.675	.338	1.008
Location x Grade x Sex	2	.287	.144	.429
Behavior x Location x Grade x Sex	2	1.088	.544	1.623
Within Cell	360	120.735	.335	
Total	383	131.446		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 7.15

Mean Adaptive Scores for Situation IV for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	1.76	1.77	1.76	1.61	1.96	1.81	1.64	1.52	1.73
6th	1.97	1.76	2.18	2.03	1.91	1.87	2.01	1.81	1.94
9th	1.73	1.69	1.91	1.99	1.77	1.80	1.88	2.00	1.85
Total	1.82	1.74	1.95	1.88	1.88	1.83	1.84	1.78	1.84

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	1.83	1.88	1.75	1.82
Disapproved	1.63	2.01	1.95	1.86
Urban	1.73	1.99	1.83	1.85
Rural	1.73	1.90	1.86	1.83
Male	1.78	2.02	1.82	1.87
Female	1.68	1.87	1.87	1.80
Approved Males	1.86	1.94	1.75	1.85
Approved Females	1.79	1.82	1.75	1.78
Disapproved Males	1.70	2.10	1.90	1.89
Disapproved Females	1.57	1.92	2.00	1.83
Approved Urban	1.77	1.87	1.71	1.78
Approved Rural	1.89	1.89	1.79	1.86
Disapproved Urban	1.69	2.11	1.95	1.92
Disapproved Rural	1.58	1.91	1.94	1.81
Urban Males	1.76	2.08	1.82	1.89
Urban Females	1.69	1.90	1.84	1.81
Rural Males	1.80	1.96	1.83	1.86
Rural Females	1.67	1.84	1.90	1.81

Table 7.16

Analysis of Variance for Adaptive Scores on Situation IV for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	.179	.179	.511
Location	1	.022	.022	.062
Grade	2	2.918	1.459	4.168 **
Sex	1	.432	.432	1.234
Behavior x Location	1	.730	.730	2.086
Behavior x Grade	2	2.732	1.366	3.902 **
Behavior x Sex	1	.001	.001	.003
Location x Grade	2	.251	.126	.360
Location x Sex	1	.003	.003	.009
Grade x Sex	2	.677	.338	.966
Behavior x Location x Grade	2	.094	.047	.134
Behavior x Location x Sex	1	.003	.003	.009
Behavior x Grade x Sex	2	.147	.074	.211
Location x Grade x Sex	2	.081	.040	.114
Behavior x Location x Grade x Sex	2	.166	.083	.237
Within Cell	360	126.129	.350	
Total	383	134.564		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 7.17

Frequencies of Need, Press, and Inner State Responses to Situation I for Basic Groups of 192 Students Selected on the Basis of Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

NEED	A3UM*	A3RM	A3UF	A3RF	D3UM	D3RM	D3UF	D3RF**
ABA	14	6	19	8	8	13	16	18
AGG	1	6		2	2	3	3	1
BLAM	1					1		
CNT			1	1	3	1		1
DFD	7	3	7	14	4	4	5	5
DOM								
HARM	8	3	1	4	2	2	3	
NUR								
PASS		2						
REC								
REJ								
SUC								4
UND								1
ANX		1		1				
C	1							
DEJ								
OPT							2	
SE								
P AGG		3	2	2	6			1

* In the notation A3UM, A stands for approved behavior, 3 for third grade, U for urban home location, and M for male.

** D3RF represents disapproved, third grade, rural, females.

Table 7.17, Continued

NEED	A6UM	A6RM	A6UF	A6RF	D6UM	D6RM	D6UF	D6RF
ABA	11	21	9	12	3	8	5	16
AGG	4	11	1	5	10	4	8	7
BLAM	1			1	1			1
CNT	4	2	2			3	1	3
DFD	10	9	12	13	13	8	21	10
DOM								
HARM	4	2	5	2	7	3	4	3
NUR								
PASS				1	1		1	
REC								
REJ								
SUC	2		5				2	1
UND								
ANX			1	2				
C					1			
DEJ	1	1		1				
OPT								
SE								
P AGG	3	1	2	1	4	1	2	2

Table 7.17, Continued

NEED	A9UM	A9RM	A9UF	A9RF	D9UM	D9RM	D9UF	D9RF
ABA	22	12	16	14	6	16	4	11
AGG	1	5	2	6	1	3		3
BLAM			1		1			2
CNT	1	1	3		5	1	1	1
DFD	7	7	4	19	8	3	14	5
DOM								
HARM	3	5	2	1	1	3	3	4
NUR								
PASS		2			1		1	1
REC								
REJ								
SUC	3	2	2			4	4	
UND								
ANX				1			1	2
C		1					1	
DEJ								
OPT								
SE								
P AGG			1	1	3			

Table 7.18

Frequencies of Need, Press, and Inner State Responses to Situation II for Basic Groups of 192 Students Selected on the Basis of Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

NEED	A3UM*	A3RM	A3UF	A3RF	D3UM	D3RM	D3UF	D3RF**
ABA	4	2	4	8	5	3	10	15
AGG	2	5	1		4	3	1	
BLAM	6	1	3		2		1	1
CNT	1	4	7	6	3	1	3	6
DFD	6	10	4	14	8	7	7	6
DOM								
HARM	5	1	1	2		1	1	
NUR								
PASS			1	1				
REC								
REJ								
SUC	3					1	2	1
UND					1			
ANX		1						
C	1					1		
DEJ								
OPT								
SE								
P AGG	2	3	4	3	5		3	3

* In the notation A3UM, A stands for approved behavior, 3 for third grade, U for urban home location, and M for male.

** D3RF represents disapproved, third grade, rural, females.

Table 7.18, Continued

NEED	A6UM	A6RM	A6UF	A6RF	D6UM	D6RM	D6UF	D6RF
ABA	3	3	2				3	2
AGG	3	9	6	9	10	3	10	8
BLAM							1	2
CNT	1	1		1	2			5
DFD	8	10	12	11	5	7	13	7
DOM								
HARM	1	3	2		2	1	3	2
NUR								
PASS	4			3	3	1	2	
REC								
REJ								
SUC	4		8	8	5	9	4	2
UND								
ANX								
C								
DEJ	1				1		1	1
OPT								
SE								
P AGG	1	2	3	1	6	3	3	4

Table 7.18, Continued

NEED	A9UM	A9RM	A9UF	A9RF	D9UM	D9RM	D9UF	D9RF
ABA	9	3	1	1	1	3	3	3
AGG	4	7		8	1			2
BLAM				4	4	1		
CNT	1		3	3	1			2
DFD	14	13	11	11	5	11	11	5
DOM								
HARM	2	2		1			2	2
NUR								
PASS	1	1	1	1	2		2	1
REC								
REJ			2					
SUC	1	3	5	2	1	8	4	4
UND								
ANX								
C								
DEJ							1	2
OPT			1					1
SE								
P AGG		2	5	4	6	3	2	3

Table 7.19

Frequencies of Need, Press, and Inner State Responses to Situation III for Basic Groups of 192 Students Selected on the Basis of Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

NEED	A3UM*	A3RM	A3UF	A3RF	D3UM	D3RM	D3UF	D3RF**
ABA		1	2	2	1	1		1
AGG	7	10	4	4	8	1	5	3
BLAM		1						
CNT	2	4	1		1	1	1	2
DFD	1		3	1				1
DOM								
HARM		3		4	1	2	2	2
NUR								1
PASS			1	1			2	
REC			5					3
REJ	5	5		10	3	3	6	2
SUC	7	2	7	5	3	8	6	8
UND	3	1	2	2	6	3		1
ANX								
C			1			1		1
DEJ		1	2		1	1	1	4
OPT								1
SE								
P AGG	6	1	2	5	4		4	1

* In the notation A3UM, A stands for approved behavior, 3 for third grade, U for urban home location, and M for male.

** D3RF represents disapproved, third grade, rural, females.

Table 7.19, Continued

NEED	A6UM	A6RM	A6UF	A6RF	D6UM	D6RM	D6UF	D6RF
ABA			1			1	2	3
AGG	7	19	10	12	11	8	10	11
BLAM			1					
CNT		2	4	3	2	4	1	7
DFD	5		1			1		2
DOM				1				
HARM		1	1		1	1	1	1
NUR								
PASS	2	2	1	1		3	4	2
REC								
REJ	7	2	4	1	3	2	10	10
SUC	3	1	7	2	5	3	8	7
UND	2	2	5	2	4	3	4	2
ANX								
C								
DEJ	1	2	2	3	1		1	1
OPT								
SE								
P AGG	2	5	4	6	7	2	5	3

Table 7.19, Continued

NEED	A9UM	A9RM	A9UF	A9RF	D9UM	D9RM	D9UF	D9RF
ABA	1	2	2			1	3	2
AGG	8	9	4	5	6	3	1	7
BLAM								
CNT	11	4	6	1	6	3	3	3
DFD		1	6	6	1	1	4	4
DOM								
HARM			2				1	1
NUR								
PASS	5	1	3	6			1	2
REC			1					
REJ	8	4	3	3	6	2	7	4
SUC		4			1	4	1	3
UND		3	1	5	2	7	3	1
ANX								
C								
DEJ			1				2	1
OPT								
SE								
P AGG		5	2	9	1	2		2

Table 7.20

Frequencies of Need, Press, and Inner State Responses to Situation IV for Basic Groups of 192 Students Selected on the Basis of Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

NEED	A3UM*	A3RM	A3UF	A3RF	D3UM	D3RM	D3UF	D3RF**
ABA		3	4	3		2	6	7
AGG	6	10	5	5	7	2	5	2
BLAM								
CNT	3	9	7	5	1	3	4	8
DFD	13			1	13	5	8	
DOM		2						
HARM			1	2				
NUR								
PASS	5	1		6				2
REC							1	
REJ								
SUC	5	4	3		4	10	2	12
UND	2		3	1	1			
ANX								
C				1				
DEJ	1		1	1	1			2
OPT							1	1
SE								
P AGG	1	3	7	10	6		3	

* In the notation A3UM, A stands for approved behavior, 3 for third grade, U for urban home location, and M for male.

** D3RF represents disapproved, third grade, rural, females.

Table 7.20, Continued

NEED	A6UM	A6RM	A6UF	A6RF	D6UM	D6RM	D6UF	D6RF
ABA	3	2	4	5		1	4	3
AGG	10	13	11	12	6	8	11	11
BLAM								
CNT	4	6	8	7	3	2	5	6
DFD	6	9	8	3	5	4	9	8
DOM								
HARM								
NUR								
PASS		1			2		2	
REC								
REJ								
SUC	5		7	3	2	6	11	6
UND	1		2		5	2	1	3
ANX								
C								
DEJ		3			2			2
OPT			1					
SE								
P AGG	1	1	2	2	10		3	1

Table 7.20, Continued

NEED	A9UM	A9RM	A9UF	A9RF	D9UM	D9RM	D9UF	D9RF
ABA	6	5	8	4	6	2	1	3
AGG	9	22	7	4	10	7	16	13
BLAM								
CNT	8	4	3	8	2	2	5	4
DFD	3	4	3	8	1	6	3	4
DOM								
HARM						1		
NUR								
PASS		2						1
REC								
REJ								
SUC	6	3	4	3	2	3	5	2
UND		1				1		
ANX								
C								
DEJ	1							
OPT								
SE								
P AGG		1	4	7	1	4	1	2

Table 7.21

Frequencies of Need, Press, and Inner State Responses to the Four Situations Combined for Basic Groups of 192 Students Selected on the Basis of Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

NEED	A3UM*	A3RM	A3UF	A3RF	D3UM	D3RM	D3UF	D3RF**
ABA	18	12	29	21	14	19	32	41
AGG	16	31	10	11	21	9	14	6
BLAM	7	1	3		2	1	1	1
CNT	6	17	16	12	8	6	8	17
DFD	27	13	14	30	25	16	20	12
DOM		2						
HARM	13	7	3	12	3	5	6	2
NUR								1
PASS	5	3	2	8			2	2
REC			5				1	3
REJ	5	5		10	3	3	6	2
SUC	15	6	10	5	7	19	10	25
UND	5	1	5	3	8	3		2
ANX		2		1				
C	2		1	1		2		1
DEJ	1	1	3	1	2	1	1	6
OPT							3	2
SE								
P AGG	9	10	15	20	21		10	5

* In the notation A3UM, A stands for approved behavior, 3 for third grade, U for urban home location, and M for male.

** D3RF represents disapproved, third grade, rural, females.

Table 7.21, Continued

NEED	A6UM	A6RM	A6UF	A6RF	D6UM	D6RM	D6UF	D6RF
ABA	17	26	16	17	3	10	14	24
AGG	24	52	28	38	37	23	39	37
BLAM	1		1	1	1		1	3
CNT	9	11	14	11	7	9	7	21
DFD	29	28	33	27	23	20	43	27
DOM				1				
HARM	5	6	8	2	10	5	8	6
NUR								
PASS	6	3	1	5	6	4	9	2
REC								
REJ	7	2	4	1	3	2	10	10
SUC	14	1	27	13	13	18	25	16
UND	3	2	7	2	9	5	5	5
ANX			1	2				
C					1			
DEJ	3	6	2	4	4		2	4
OPT			1					
SE								
P AGG	7	9	11	10	27	6	13	10

Table 7.21, Continued

NEED	A9UM	A9RM	A9UF	A9RF	D9UM	D9RM	D9UF	D9RF
ABA	38	22	27	19	13	22	11	19
AGG	22	43	13	23	18	13	20	28
BLAM			1	4	5	1		2
CNT	21	9	15	12	14	6	9	10
DFD	24	25	24	44	15	21	32	18
DOM								
HARM	5	7	4	2	1	4	6	7
NUR								
PASS	6	6	4	7	3		4	5
REC			1					
REJ	8	4	5	3	6	2	7	4
SUC	10	12	11	5	4	19	14	9
UND		4	1	5	2	8	3	1
ANX				1			1	2
C		1					1	
DEJ	1		1				3	3
OPT			1					1
SE								
P AGG		8	12	21	11	9	3	7

Table 7.22

Frequencies of Abasement, Defendance, and Aggression System Responses for Basic Groups of 192 Students Selected on the Basis of Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SYSTEM	A3UM	A3RM	A3UF	A3RF	D3UM	D3RM	D3UF	D3RF
s aba	60	42	80	73	63	48	67	104
s dfd	47	31	20	42	30	24	27	14
s agg	22	34	17	18	23	12	22	11

SYSTEM	A6UM	A6RM	A6UF	A6RF	D6UM	D6RM	D6UF	D6RF
s aba	57	58	79	64	76	54	69	83
s dfd	35	34	42	31	27	23	52	35
s agg	29	53	33	40	34	25	44	47

SYSTEM	A9UM	A9RM	A9UF	A9RF	D9UM	D9RM	D9UF	D9RF
s aba	66	76	73	69	65	47	50	56
s dfd	32	29	29	49	26	21	38	27
s agg	44	30	19	26	14	24	26	34

Table 7.23

Mean Abasement System Scores for 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	7.50	10.00	7.88	8.38	5.25	9.13	6.00	13.00	8.39
6th	7.13	9.88	9.50	8.63	7.25	8.00	6.75	10.38	8.44
9th	8.25	9.13	8.13	6.25	9.50	8.63	5.88	7.00	7.85
Total	7.63	9.67	8.50	7.75	7.33	8.59	6.21	10.13	8.23

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	7.97	8.07	8.88	8.31
Disapproved	8.82	8.82	6.82	8.15
Urban	8.44	8.79	7.94	8.39
Rural	8.35	8.10	7.75	8.07
Male	6.66	7.66	7.94	7.42
Female	10.13	9.22	7.75	9.03
Approved Males	6.38	7.19	8.88	7.48
Approved Females	9.57	8.94	8.88	9.13
Disapproved Males	6.94	8.13	7.01	7.36
Disapproved Females	10.69	9.51	6.63	8.94
Approved Urban	8.75	8.51	8.69	8.65
Approved Rural	7.19	7.63	9.07	7.96
Disapproved Urban	8.13	9.07	7.19	8.13
Disapproved Rural	9.50	8.57	6.44	8.17
Urban Males	7.69	8.32	8.19	8.07
Urban Females	9.19	9.26	7.69	8.71
Rural Males	5.63	7.00	7.69	6.77
Rural Females	11.07	9.19	7.82	9.36

Table 7.24

Analysis of Variance of Abasement System Scores for 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	1.172	1.172	0.053
Location	1	5.005	5.005	0.228
Grade	2	13.948	6.974	0.318
Sex	1	125.130	125.130	5.708 **
Behavior x Location	1	6.380	6.380	0.291
Behavior x Grade	2	87.281	43.641	1.991
Behavior x Sex	1	0.047	0.047	0.002
Location x Grade	2	3.260	1.630	0.074
Location x Sex	1	45.047	45.047	2.055
Grade x Sex	2	107.010	53.505	2.441
Behavior x Location x Grade	2	33.760	16.880	0.770
Behavior x Location x Sex	1	89.380	89.380	4.077 **
Behavior x Grade x Sex	2	2.344	1.172	0.053
Location x Grade x Sex	2	24.781	12.391	0.565
Behavior x Location x Grade x Sex	2	1.698	.849	0.039
Within Cell	168	3683.123	21.923	
Total	191	4229.366		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 7.25

Mean Defendance System Scores for 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	5.88	2.50	3.75	3.38	3.88	5.25	3.00	1.75	3.67
6th	4.38	5.75	3.38	6.50	4.25	3.88	2.88	4.38	4.43
9th	4.00	3.63	3.25	4.75	3.63	6.13	2.63	3.38	3.93
Total	4.75	3.96	3.46	4.88	3.92	5.09	2.84	3.17	4.01

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	4.38	4.57	4.35	4.43
Disapproved	2.98	4.29	3.51	3.59
Urban	3.88	5.01	3.91	4.27
Rural	3.47	3.85	3.95	3.76
Male	4.13	3.73	3.38	3.41
Female	3.23	5.13	4.48	4.28
Approved Males	4.88	4.32	3.82	4.34
Approved Females	3.88	4.82	4.88	4.53
Disapproved Males	3.38	3.13	2.94	3.15
Disapproved Females	2.57	5.44	4.07	4.03
Approved Urban	4.19	5.07	3.82	4.36
Approved Rural	4.57	4.07	4.88	4.51
Disapproved Urban	3.57	4.94	4.00	4.17
Disapproved Rural	2.38	3.63	3.01	3.01
Urban Males	4.82	3.89	3.63	4.11
Urban Females	2.94	6.13	4.19	4.42
Rural Males	3.44	3.57	3.13	3.38
Rural Females	3.50	4.13	4.76	4.13

Table 7.26

Analysis of Variance of Defendance System Scores for 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	34.172	34.172	3.900 **
Location	1	12.505	12.505	1.427
Grade	2	18.667	9.333	1.065
Sex	1	13.547	13.547	1.546
Behavior x Location	1	20.672	20.672	2.360
Behavior x Grade	2	10.125	5.063	0.578
Behavior x Sex	1	5.672	5.672	0.647
Location x Grade	2	11.542	5.771	0.659
Location x Sex	1	2.297	2.297	0.262
Grade x Sex	2	50.375	25.188	2.875
Behavior x Location x Grade	2	6.500	3.250	0.371
Behavior x Location x Sex	1	27.755	27.755	3.168
Behavior x Grade x Sex	2	7.625	3.813	0.435
Location x Grade x Sex	2	28.625	14.313	1.634
Behavior x Location x Grade x Sex	2	17.042	8.521	.973
Within Cell	168	1471.874	8.761	
Total	191	1738.995		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 7.27

Mean Aggression System Scores for 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	2.75	2.13	2.88	2.75	4.25	2.25	1.50	1.38	2.49
6th	3.63	4.38	4.25	5.50	6.63	5.00	3.13	5.88	4.84
9th	5.50	2.38	1.75	3.25	3.75	3.25	3.00	4.13	3.38
Total	3.96	2.96	2.96	3.67	4.88	3.50	2.54	3.80	3.57

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	2.85	4.91	4.73	4.16
Disapproved	2.13	4.69	3.04	3.29
Urban	2.63	4.44	3.23	3.43
Rural	2.35	4.91	3.54	3.60
Male	2.85	4.41	4.51	3.92
Female	2.13	5.19	3.26	3.53
Approved Males	3.50	5.13	6.63	5.09
Approved Females	2.19	4.69	2.82	3.23
Disapproved Males	2.19	3.69	2.38	2.75
Disapproved Females	2.07	5.69	3.69	3.82
Approved Urban	2.44	4.01	3.94	3.46
Approved Rural	3.25	5.82	3.50	4.19
Disapproved Urban	2.82	4.88	2.50	3.40
Disapproved Rural	1.44	4.51	3.57	3.17
Urban Males	2.82	3.94	3.63	3.46
Urban Females	2.44	4.94	2.82	3.40
Rural Males	2.88	4.38	3.38	3.55
Rural Females	1.82	5.44	3.69	3.65

Table 7.28

Analysis of Variance of Aggression System Scores for 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

Source	df	SS	MS	F
Behavior	1	14.083	14.083	0.967
Location	1	3.000	3.000	0.206
Grade	2	174.135	87.068	5.977 *
Sex	1	0.188	0.188	0.013
Behavior x Location	1	11.021	11.021	0.757
Behavior x Grade	2	2.510	1.255	0.086
Behavior x Sex	1	60.750	60.750	4.170 **
Location x Grade	2	8.094	4.047	0.278
Location x Sex	1	0.000	0.000	0.000
Grade x Sex	2	18.844	9.422	0.647
Behavior x Location x Grade	2	36.260	18.130	1.245
Behavior x Location x Sex	1	1.688	1.688	0.116
Behavior x Grade x Sex	2	7.719	3.859	0.265
Location x Grade x Sex	2	7.719	3.859	0.265
Behavior x Location x Grade x Sex	2	24.219	12.109	0.831
Within Cell	168	2447.249	14.567	
Total	191	2817.479		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Chapter 8

The Sentence Completion Form

Many clinical psychologists are convinced that they are able to make important judgments regarding an individual's personality by evaluating his responses to a sentence completion form. While this confidence approaches an article of faith in many instances, studies have been reported which verify this assumption objectively and scientifically. Sentence completion devices have been evaluated by clinical psychologists in a variety of settings. Sacks and Levy (1950), Rotter and Willerman (1947) reported high validity when using this technique as a measure of patient attitudes in mental hygiene clinics and as a screening device in Army convalescent hospitals. Calden (1953) has applied a similar technique to tuberculosis patients with good effect. Thurston (1959, 1963) has employed this device to study such diverse phenomena as the emotional reactions of parents of the handicapped and the personality of student nurses.

Jenkins and Blodgett (1960) have used a sentence completion form with a population of delinquent boys. They were impressed favorably by the potentialities of this method for quantifying and testing the intuitive insights which are so important in clinical work. Suehr (1962), after studying morale in education, recommended that incomplete sentences be used in more research studies. Copple (1956) utilized the sentence completion technique as a measure of effective intelligence. He reports substantial correlations of sentence completion response with Binet and Goodenough Mental Ages. Hadley and Kennedy (1949) related sentence completion performance and academic success. They reported that the sentence completion test showed promise as a predictive or selective tool. Rotter, Rafferty, and Lotsof (1954) reported that performance of students on the High School Form of the Rotter ISB was related to the nature of their classroom interaction and personal adjustment.

Further review of the literature failed to reveal any attempts to utilize this technique in the study of the behavior of students at younger age levels. In view of the interest in the early development of behavior problems, such studies would appear to be important. Accordingly, the sentence completion technique was given a position of emphasis in the Eau Claire County Youth Study.

The three specific purposes in introducing this technique into the current investigation were: 1) To investigate a device which teachers and other interested professional personnel might find useful in understanding children at early grade levels, 2) To use the technique experimentally in an effort to determine personality differences between approved and disapproved youngsters in the classroom. If such personality characteristics could be found, then this knowledge could provide teachers and others with additional information which could sharpen their intuitive insights. These findings could also form the basis for a beginning effort at identifying individuals as potential problems in a classroom before any overt misbehavior has been noted. Such predictions might aid a school system in trying to do a better job in dealing with difficulties of this kind before they become accentuated, and 3) To provide interviewers with additional information on which to base Glueck and Interview Ratings as required by the research design.

Procedure

Rationale of the Sentence Completion Technique

In selecting the test for study, care was taken to utilize a form which could be administered in a short time, would provide the opportunity for free, potentially meaningful response, and would be amenable to quick scoring at an acceptable level of reliability.

The sentence completion form is made up of a number of incomplete sentences which are presented for completion. For example, "I like......", "I want to know......", "I am sorry that ......", and "Boys......" By completing sentences like these, it has been found that a person is able to express many of his feelings, fears, likes, dislikes, and wishes. The usual administration of the form requires the completion of each sentence stem in writing. If writing difficulties occur, the form may be administered orally with the administrator recording the person's oral responses. This procedure can also be employed when the administrator wishes to use the forms as the basis for a systematic, semi-structured personal interview.

The sentence completion method has a number of advantages over the usual "paper and pencil" personality tests. The person filling out the standard test can sometimes answer only "yes" or "no" to a series of direct questions. For example, in answer to the question, "Do certain things bother you?", the child could only affirm or deny this. The sentence completion method, however, permits a far greater freedom of response. The child would be free to express his own personal feelings in any way he wishes. If he is asked, for example, to complete the sentence, "What bothers me most......", he has a greater opportunity to express his own, unique area of concern. To get an idea of the versatility and potentialities of the sentence completion technique, one may wish to duplicate the following simple experiment. The completions to "What bothers me most......." of ten sixth grade children of the Eau Claire Study are as follows:

What bothers me most....................

1. is being fat
2. is when the rest of my class do better than I
3. is waiting for the bus in winter time
4. is stuck up kids
5. is every little thing that embarasses me and some little thoughts that come from every day life
6. is my 4-H calves
7. is my school work
8. is not doing something right
9. is to see someone with bad posture
10. is friends who are unfaithful

Each of these statements indicates some areas of concern on the part of these children. It is of interest to note the marked individual differences in the way that these children respond, differences in area of concern, intensity of feeling, and attitude. Statements 1 and 9 reflect concern in terms of physical appearance. The former suggests the possibility that obesity and all its associated psychological difficulties may be particularly important to this youngster. The response from the other child is less easy to interpret, but he may suggest pride in his own posture, some recent teaching in his course work, some personal experience with classmates so afflicted or something else. Statements 2, 7, and possibly 8 relate most clearly to achievement in school. Statements 4, 5, and 10 apparently pertain to the social awareness which begins to become accentuated at this age. Number 4 indicates a reaction against rejection of him by some of his classmates. Number 5 is not very specific, but indicates that virtually everything embarasses him or causes him some concern. Number 10 suggests that he may feel that certain of his acquaintances have betrayed him. Number 3 stresses the non-personal, physical discomfitures of cold weather. Number 6, evidencing concern over his 4-H calves, gives little inkling to the exact nature of his difficulty.

This example concerning the completion of a single sentence stem, gives some indication of the possibilities inherent in the sentence completion method. Ideas and hypotheses may be formed from a single response. These impressions could then be affirmed or denied in the light of the responses to the other sentences or from collateral informational sources.

Selection of the Sentence Completion Form (SCF)

The sentence completion form selected for this study was one used by the school psychologist of Eau Claire as part of her clinical evaluations. Most of these sentences reflected attitudes considered to be important by authorities in the fields of education, psychology, or juvenile delinquency. This form was considered to be of sufficient length to gain reliable information and at the same time be short enough to permit inclusion as part of the test battery of the Youth Study. It was given by the interviewers as part of the test battery (See Chapter 3). The completions were written by the child. In rare instances, when the child could not write legibly, the interviewer read the stems aloud and recorded the child's responses. The Sentence Completion Form is reproduced on the following page.

SENTENCE COMPLETION FORM

Below are a number of incomplete sentences. By completing these sentences, you can express how you feel about many things. Finish each sentence as well as you can. Feel free to write whatever you wish.

1. I like
2. I want to know
3. I am sorry that
4. Boys
5. A mother
6. My greatest fear
7. I can't
8. Other kids
9. The future
10. I need
11. I am best when
12. What bothers me most
13. At school
14. My father
15. I secretly
16. Most girls
17. My greatest worry is
18. I don't like
19. My daydreams
20. My life's job will be

Development of the Behavior Scale

In establishing scoring standards for the SCF, a choice was made between two basic approaches to this problem: 1) the *a priori* approach, and 2) the *empirical method*.

1) On the basis of what is known about the psychological development of children, it might be possible to devise scoring standards on an *a priori* basis. In short, the nature of the anticipated behavior is believed to be known. In the case of the Youth Study, the hypotheses would be primarily in terms of correlates of approved versus disapproved behavior in the classroom. Children described in these terms would be expected to react to the SCF in different and specifiable ways. The nature of the completions which will reflect these expectations would be described in detail. If one were utilizing this approach, the SCF's would be administered and scored according to these pre-determined standards. Determinations could then be made as to whether or not the expectations were supported by the findings. In brief, this would constitute the *a priori* approach and its validation. This method was used in evaluating the Situational Exercises (Chapter 7).

2) While requiring some theory or guiding principles in utilizing the *empirical approach*, it is not necessary to assume that the researcher knows what might be the important, relevant characteristics of the groups under study. Rather, the discovery of these characteristics, through noting differential responses, becomes the objective of this approach. As can be seen, this method can utilize elements of the *a priori* approach by focusing attention on predicted differentials and determining to what extent these expectations are substantiated by the data. In addition, however, this method can lead to the discovery of unexpected differentials

in response between the groups which might lead to further research or theory revision. The empirical approach was selected for quantifying responses to the SCF.

In pursuing this method, the researcher accumulated sentence completion responses from individual students representing the approved and disapproved categories. The preliminary analysis was restricted to the SCF responses of the 96 approved and 96 disapproved children of the First Year of the study. Inasmuch as the simple comparison of all approved and all disapproved might have obscured important sex and grade differentials, the sentence completion responses were evaluated by six different sets of comparisons:

Approved 3rd grade males (N=16) vs. Disapproved 3rd grade males (N=16)
Approved 3rd grade females (N=16) vs. Disapproved 3rd grade females (N=16)
Approved 6th grade males (N=16) vs. Disapproved 6th grade males (N=16)
Approved 6th grade females (N=16) vs. Disapproved 6th grade females(N=16)
Approved 9th grade males (N=16) vs. Disapproved 9th grade males (N=16)
Approved 9th grade females (N=16)vs. Disapproved 9th grade females (N=16)

Thus, for example, the completions to sentence stem 20, "My life's job will be......" of sixteen approved 9th grade males were typed in a column adjacent to a column containing completions to this stem by the sixteen disapproved 9th grade males. Representative completions of this category are as follows:

9th Grade Approved Males	9th Grade Disapproved Males
"in the future"	"no plans"
"according to my ability"	"working with cars or trains"
"success, education, and desire"	"mathematics"
"first in Air Force, then a teacher"	"skin diving"
"mathematics"	"I don't know"
"a professional position"	"sports"
"dependent on a college education"	"an athlete"
"whatever is best suited for me"	"an electrician or mechanic"

Intensive study and comparison was necessary to identify those completions associated with either the approved or the disapproved youngsters. While the largest difference possible between the groups was 16, this study required a difference of at least 4 between the incidence of a class of response in one column as opposed to the other (e.g. 4-0, 5-1, 6-2, 7-3, etc.). In the case of 9th grade boys, responses dealing with professions ("a teacher") or science ("Mathematics") were found to be more characteristic of approved boys whereas completions indicating lack of plans ("I don't know") or lack of realism ("skin diving") were more often forthcoming from the disapproved youngsters. Responses such as "working with cars", "in the future sometime" did not appear to be uniquely characteristic of either group. This same procedure went on for all twenty sentence stems for the first two groups (ninth grade approved and disapproved males), and then on the next group (ninth grade approved and disapproved females), and the next until all six sets of comparisons were completed.

The classes of completions were then assigned scoring values based upon observed differences between the various approved and disapproved groupings. Those completions which were given more often by the approved group and less by the disapproved group were accorded a score of 1. Those types of responses given most often by disapproved children would be scored 3. The non-differentiating responses, equally represented in either group, were scored 2. Classifications of these responses together with examples and scores for all twenty sentences of the SCF constituted the Behavior Scale. A single score was computed for each student by adding the scores which had been accorded the responses to each of the twenty sentence stems of the individual SCF. An example of the score categories for responses to a single stem for ninth grade males is as follows:

Sentence 20 My life's job will be....................

Score	Category
3	*No plans, obvious lack of realism, indecision, military service, farming* "no plans"; "I don't know"; "skin diving"; "farming"; "in the army"
2	"in the future somewhere"; "working with cars"
1	*Profession, indications of thought and concern, science* "according to my ability, education and desire"; "in science or engineering"; "in mathematics"; "something I can be proud of"; "in teaching"

The SCF's of the First and Second Year groups constituting the derivation and validation groups of this study, were scored by the Behavior Scale.

Results

Reliability of Behavior Scale Scoring

To gain knowledge regarding the scoring reliability of the Behavior Scale, ten sentence completion records were selected randomly from each of the three grades of the Second Year sample. These had already been scored by one researcher. These thirty records were re-scored independently by two other members of the research team who were unaware of the results of the previous scoring. Three scores were thus obtained for each of the thirty records. Pearson Product-Moment Correlations were computed between the scorings of the three participants. These are as follows: Scorer 1 and Scorer 2, r = .70; Scorer 1 and Scorer 3, r = .77; Scorer 2 and Scorer 3, r = .79. These findings were interpreted as evidence of satisfactory reliability for this scoring procedure.

Analysis of First Year Behavior Scale Scores

Individual Behavior Scale scores could have been as low as 20 or as high as 60. The actual range of the First Year scores was found to be 25-53. The frequency distributions of these scores may be noted by grade in Tables 8.1, 8.2, and 8.3. The Behavior Scale mean scores of these 192 First Year subjects are found in Table 8.4. (The designations of First Year and Second Year **will** be used throughout this chapter to identify and distinguish the derivation group of the Behavior Scale and the group that served in its validation.)

The results were evaluated by an analysis of variance which is reported in Table 8.5. The overall difference between the means of the approved and disapproved groups of 8.34 was significant at the .01 level of confidence. This finding should not be stressed unduly for it simply demonstrates that the Behavior Scale was able to differentiate the criterion groups which served as the basis for its derivation. The differentiation between scores of approved and disapproved appeared less at the third grade. Differences among grades were found to be significant at the .01 level. Inspection of Table 8.4 suggested that the bulk of this differentiation was attributable to high scores in the third grade. The mean scores for third graders were two and three points higher than the sixth and ninth graders. The interaction of behavior and grade was also found to be significant at the .01 level.

Analysis of Second Year Behavior Scale Scores

In order to determine the extent to which the observed differentials of the First Year would be noted in the Second Year, all Second Year SCF's were scored with the Behavior Scale. The results of this cross-validation are reported in the same manner as those of the First Year. The distributions of these scores may be noted in Tables 8.6, 8.7, and 8.8. The scores ranged from a low of 30 to a high of 49. The mean Behavior Scale scores are reported in Table 8.9 and the analysis of variance of these results in Table 8.10.

The analysis of variance revealed consistencies with First Year findings. Behavioral Status was significant again at the .01 level of confidence. However, the extent of the overall difference between the approved and disapproved groups had shrunken from 8.34 (First Year) to 1.67 (Second Year). As in the First Year, the disapproved children scored highest at all three grade levels. The differentiation between these groups was again least at the third grade level. Grade differences were found to be significant once more at the .01 level with the bulk of this differentiation again attributable to high scores in the third grade. The interaction of the First Year between behavior and grade was no longer found to be significant. The interaction of location by sex was now found to be significant but only at the .05 level. It was not significant during the First Year.

Discussion

Qualitative Use of the Sentence Completion Form

From the outset, it was contended that the Sentence Completion Form could have several practical uses which might justify its routine use in the classroom. The diversity of response obtained from the children would seem to support this contention. Among the suggested applications were the following:

1. General Information for Teachers

The completions to the SCF can provide the teacher with general information that he might not be able to acquire easily in any other way. Indications of personal likes, dislikes, fears, strengths, weaknesses, and needs are called forth from each child in a systematic fashion. To the teacher, this information could have value in planning lessons, individual classroom assignments, and parent-teacher conferences. It could allow him to know many potentially important things at a time early enough in the teaching year so that action may be taken if necessary. For example, the sentence completion records of the children in this study revealed considerable and unanticipated evidence suggesting fear of war and world destruction. Fears of this nature must be taken into account by those who deal with children. The SCF could supplement a good or mediocre cumulative record for a child and quite possibly supplant a poor one.

2. Specific Information for Teachers

If the teacher has neither the time nor the inclination to use the SCF for general information on all children in his charge, it still might be worthwhile to spend a few minutes in administering it in anticipation of being able to use this information at some later date when she might be confronted with a specific problem child whom she would like to understand better.

3. Specific Information for Specialists

If the problem of the child clearly exceeds the resources of the classroom, he may be referred to the school psychologist, or a guidance clinic for psychological evaluation and recommendation. Here too, the SCF results could be of value. Administered prior to the outbreak of the problem, the SCF could provide a psychological point of reference by which to measure personality changes over a period of time. In this regard, and by themselves, this data would constitute a basis for the development of insights and deeper interpretations by these trained specialists.

4. Examples of Qualitative Interpretations

It is a possibility that a test such as the SCF might be of some help to the teacher in generating hypotheses which can lead to a firm, though tentative, basis for proceeding effectively in helping the child. For example, take some of the following sentence stems, their completions, and the resulting hypotheses in the form of an interpretation.

A ninth grade rural approved girl:

1. I like....... "to study, watch TV, listen to pop music, read, brush my sheep, cook, sew, watch children play."
2. I want to know... "many things about many subjects."
3. I am sorry...... "I have made some mistakes."
5. A mother........ "should not work away from home until her children are out of high school."

9. The future...... "is wonderful if you have something to look forward to."

10. I need.......... "to understand people better."

12. What bothers me.. "is the way people treat their fellow men."

14. My father........ "is a kind, understanding (and yet firm) man."

18. I don't like..... "to hear people tell dirty stories or cursing."

20. My life's work will be......... "I sincerely hope, a registered nurse and to make my future husband happy!"

The words in quotation marks are the student's responses. These completions may be considered together and an interpretation may be made based upon the examiner's impressions of the child's psychological reactions. The following is an interpretation given for the above example:

> This girl appears to have many interests ranging from the academic pursuits to domestic chores to farm activities. There is a harmony or consistency in her responses. She wants to better herself. She has made mistakes in the past and would like to take steps to offset the possibility that they might recur. She is sympathetic in her feelings toward others, and at the same time wants to know more about them, perhaps to function more effectively with people. Her home ties appear strong and supportive. The relationship with the father is a firm and happy one. She expresses a need for the attentions of her mother. She sets a high standard for herself and feels free to express her convictions. She is optimistic regarding the future, looks forward to it, and has made tentative plans which include some professional training and eventual marriage. It is probably not crucial that she pursue these goals. Rather, it is significant that she has made the plans and that her intent is not one of mere self-satisfaction but involves bringing of happiness to others.

The analysis of the ten sentence completion responses mentioned above may be contrasted with the interpretation given the set of responses made by another girl.

A ninth grade rural disapproved girl:

1. I like........... "to have my own way".

2. I want to know... "more about how life is when you're on your own".

3. I am sorry....... "I hurt my parent's feelings".

5. A mother......... "is a parent".

9. The future....... "is not too bright".

10. I need........... "money".

12. What bothers me..."people telling lies about me".

14. My father........."is a parent".

18. I don't like......"to do dishes".

20. My life's work will be.......... "a housewife".

One's initial impression is of a pessimistic, put upon, and unhappy young girl. One gets the feeling that her emotional attachments to her parents are minimal. Her responses to the sentence stems relating to them have almost the sterile quality of a dictionary definition. There is no particular evidence of conflict within the home nor that she wishes to escape from it. She looks forward to being out on her own, but apparently without much in the form of enthusiasm. One would suspect that interpersonal relationships are unrewarding and uncomfortable for her. She indicates a need for money, possibly to be on her own, but one would suspect that she will be unhappy if this independent state emerges. Despite a decided lack of evidence favoring a liking of home life and domestic responsibilities, she does indicate that she will more than likely become a housewife. This is the sort of situation and the sort of thinking that in an older girl often leads to an impulsive escape into marriage which may approximate a "leap from the frying pan into the fire."

The validity of hypotheses developed by inspection of the SCF would be determined through discussions with colleagues, classroom observations and informal community contacts. New evidence obtained in this way could serve to modify further the teacher's understanding of the problem.

Quantitative Use of Sentence Completion Form - The Behavior Scale

The ability to score the SCF along a single or variety of dimensions would have marked advantages over the primarily intuitive, clinical method described previously. Ideally, these two approaches would supplement one another. The principal difficulty with the intuitive approach is that it is so highly dependent upon the skill and training of the user, with some people being able to work well with this technique and others not able to do so. Scores obtained after application of concise, clearly-defined scoring standards could provide a more objective basis for description and prediction which would make the technique less dependent upon the psychological astuteness of the individual teacher. Accordingly, a major effort was made in this study to develop a quantitative scoring procedure and to assess its validity.

In any attempt to quantify a test such as the SCF, it is essential to demonstrate scoring reliability. The research findings suggest that this condition has been achieved. The Behavior Scale appears to be stated in a fashion that lends itself to objective scoring at an acceptable level of reliability.

The Behavior Scale scores differ according to the grade level of the respondents, with the third graders scoring the highest, i.e. more in the disapproved direction. These grade differences were not anticipated inasmuch as the criteria groups involved only approved and disapproved classroom behavior with equal representation at all three grade levels. First of all, and most obviously, this finding does not suggest that third graders are more likely to be disapproved than are the children from the other grades. Rather, it most likely reflects differences in the psychological outlook of approved and disapproved children at that age. Evaluation of the Behavior Scale reveals that while there were many reponses which were characteristic of disapproved third graders, there were fewer which were clearly characteristic of the approved. In the sixth and ninth grades where this balance obtained, there was more of a tendency for scoring exceptions (false positive and false negative identifications) to offset or cancel one another. In other words, in these grades, the approved youngster's "1" or approved type responses would be more likely to be offset by an approved youngster being accorded a "3" or disapproved type of response. In the third grade, however, the exceptions would be more likely in one direction (false positive) toward the higher scores. This seems most likely to account for the higher scores by third graders. Speculatively, these findings may suggest that the communality of the disapproved children is under way by the third grade, that each is more inclined to act and react in a similar fashion to other disapproved children. The approved youngsters, however, may as yet have little approaching a common outlook or point of view. This development may occur later.

The Behavior Scale appears to have demonstrated its capability in differentiating approved children from those who are disapproved. It suggests that there is a similarity of response within each of these two groups, particularily at the higher grade levels. It is also suggested that while such a differentiation has been demonstrated, the differences are not marked. While the Behavior Scale scoring has potential in terms of understanding personality characteristics underlying approved and disapproved behavior, its practical value as an instrument in predicting or identifying these behaviors in non-selected children is slight. Further research may lead to refinements which might allow such predictions and identifications.

An item by item inspection of the Behavior Scale scoring categories reveals some interesting information from which might describe brief composite attitudinal-reactional patterns of "typical" approved and disapproved children: The approved child likes school and its associated activities. They have found in it a source of rich reward and gratification. The need for intellectual stimulation is emphasized in their responses. Even at a very early age they have begun to plan for what they see as a rosy future and to consider the advantages of a college education. They are inclined to worry very little. Their homes are happy ones. They like their parents and rely upon them for support although they are generally quite self-sufficient. Their interpersonal relations with other boys and girls are good. In the case of "typical" disapproved children, almost the opposite is true. They look outside the school for sources of enjoyment and satisfaction. School is regarded as hard, unpleasant, and frustrating. They have not planned very much about a future which they view with extreme pessimism. They do not get along too well with their families nor with other children. They tend to be preoccupied with possessing money or material things. They are not happy. They appear to be children already in need of help.

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Table 8.1

Behavior Scale Scores for 64 Third Graders (First Year) According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
52 - 53										
50 - 51		1			1			1	1	
48 - 49		2		1	2	1		3	2	1
46 - 47	1	3		2	4	2	1	5	2	4
44 - 45		4		7	4	7		11	5	6
42 - 43	3	6	1	2	9	3	4	8	5	7
40 - 41	6		2	2	6	4	8	2	5	5
38 - 39	3		10	2	3	12	13	2	9	6
36 - 37	2				2		2		1	1
34 - 35	1		3		1	3	4		2	2
32 - 33										
30 - 31										
28 - 29										
26 - 27										
24 - 25										
N =	16	16	16	16	32	32	32	32	32	32

Table 8.2

Behavior Scale Scores for 64 Sixth Graders (First Year) According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
52 - 53				1		1		1		1
50 - 51		1		1	1	1		2	2	
48 - 49		1		2	1	2		3	2	1
46 - 47		4		3	4	3		7	1	6
44 - 45		3		4	3	4		7	4	3
42 - 43		4		2	4	2		6	4	2
40 - 41	2	1		3	3	3	2	4	2	4
38 - 39	1	1	3		2	3	4	1	3	2
36 - 37	4	1	3		5	3	7	1	4	4
34 - 35	5		2		5	2	7		3	4
32 - 33	4		3		4	3	7		4	3
30 - 31			3			3	3		2	1
28 - 29			2			2	2		1	1
26 - 27										
24 - 25										
N =	16	16	16	16	32	32	32	32	32	32

Table 8.3

Behavior Scale Scores for 64 Ninth Graders (First Year) According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
52 - 53										
50 - 51				1		1		1		1
48 - 49		1		1	1	1		2	2	
46 - 47		3		2	3	2		5	2	3
44 - 45		4		6	4	6		10	6	4
42 - 43		6		2	6	2		8	3	5
40 - 41			2	2		4	2	2	1	3
38 - 39	1	1	2	1	2	3	3	2	3	2
36 - 37	4				4		4		3	1
34 - 35	5	1	3		6	3	8	1	4	5
32 - 33	1		3	1	1	4	4	1	2	3
30 - 31	3		2		3	2	5		4	1
28 - 29	2		3		2	3	5		1	4
26 - 27										
24 - 25			1			1	1		1	
N =	16	16	16	16	32	32	32	32	32	32

Table 8.4

Mean Behavior Scale Scores of 192 Students (First Year) According to Approved-Disapproved Behavioral Status, Sex, Grade, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
	N= 24	N= 24	N= 24	N= 24	N= 24	N= 24	N= 24	N= 24	
3rd	39.25	38.78	45.38	43.00	40.63	38.00	44.38	43.88	41.66
6th	34.63	33.75	44.25	44.88	36.25	33.75	44.00	45.50	39.63
9th	33.88	31.88	44.13	43.38	33.75	34.00	42.88	43.25	38.39
Totals	35.92	34.80	44.59	43.75	36.88	35.25	43.75	44.21	39.89

		Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	N=96	39.17	34.60	33.38	35.74
Disapproved	N=96	44.16	44.66	43.42	44.08
Urban	N=96	41.61	39.38	38.32	39.77
Rural	N=96	41.73	39.88	38.48	40.03
Male	N=96	42.41	39.79	38.67	40.29
Female	N=96	40.92	39.47	38.13	39.51
Approved Males	N=48	39.94	35.44	33.82	36.40
Approved Females	N=48	38.39	33.75	32.94	35.03
Disapproved Males	N=48	44.88	44.13	43.51	44.17
Disapproved Females	N=48	43.44	45.19	43.32	43.98
Approved Urban	N=48	39.02	34.19	32.88	35.36
Approved Rural	N=48	39.32	35.00	33.88	36.07
Disapproved Urban	N=48	44.19	44.57	43.76	44.17
Disapproved Rural	N=48	44.13	44.75	43.07	43.98
Urban Males	N=48	42.32	39.44	39.01	40.26
Urban Females	N=48	40.89	39.32	37.63	39.28
Rural Males	N=48	42.51	40.13	38.32	40.32
Rural Females	N=48	40.94	39.63	38.63	39.73

Table 8.5

Analysis of Variance of Behavior Scale Scores of 192 Students (First Year) According to Approved-Disapproved Behavioral Status, Sex, Grade, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior (Approved-Disapproved)	1	3383.521	3383.521	300.597*
Location	1	4.083	4.083	.363
Grade	2	337.531	168.766	14.993*
Sex	1	31.688	31.688	2.815
Behavior x Location	1	11.021	11.021	.979
Behavior x Grade	2	261.698	130.849	11.620*
Behavior x Sex	1	18.750	18.750	1.666
Location x Grade	2	1.073	0.536	.048
Location x Sex	1	2.521	2.521	.224
Grade x Sex	2	15.031	7.516	.668
Behavior x Location x Grade	2	3.198	1.599	.142
Behavior x Location x Sex	1	8.333	8.333	.740
Behavior x Grade x Sex	2	13.781	6.891	.612
Location x Grade x Sex	2	9.448	4.724	.420
Behavior x Location x Grade x Sex	2	12.323	6.161	.547
Within Cell	168	1891.000	11.256	
Total	191	6005.000		

* Significant beyond the .01 level of confidence

Table 8.6

Behavior Scale Scores for 64 Third Graders (Second Year) According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
52 - 53										
50 - 51										
48 - 49		1		1	1	1		2	1	1
46 - 47	1		2		1	2	3		2	1
44 - 45	1	5	1	3	6	4	2	8	8	2
42 - 43	2	2	3	6	4	9	5	8	8	5
40 - 41	8	5	6	5	13	11	14	10	8	16
38 - 39	2	3	4	1	5	5	6	4	4	6
36 - 37	2				2		2		1	1
34 - 35										
32 - 33										
30 - 31										
28 - 29										
26 - 27										
24 - 25										
N =	16	16	16	16	32	32	32	32	32	32

Table 8.7

Behavior Scale Scores for 64 Sixth Graders (Second Year) According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
52 - 53										
50 - 51										
48 - 49										
46 - 47	1	1		3	2	3	1	4	4	1
44 - 45		1	1	1	1	2	1	2		3
42 - 43	2	1	2	3	3	5	4	4	2	6
40 - 41	4	5	5	2	9	7	9	7	7	9
38 - 39	8	4	2	6	12	8	10	10	12	8
36 - 37		2	3	1	2	4	3	3	3	3
34 - 35	1	2	2		3	2	3	2	3	2
32 - 33										
30 - 31			1			1	1		1	
28 - 29										
26 - 27										
24 - 25										
N =	16	16	16	16	32	32	32	32	32	32

Table 8.8

Behavior Scale Scores for 64 Ninth Graders (Second Year)
According to Approved-Disapproved Behavioral Status,
Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
52 - 53										
50 - 51										
48 - 49				2		2		2	1	1
46 - 47		1		2	1	2		3		3
44 - 45	2	5	1	1	7	2	3	6	9	
42 - 43	4	2	3	3	6	6	7	5	6	6
40 - 41	4	2	4	6	6	10	8	8	5	11
38 - 39	2	5	2	1	7	3	4	6	4	6
36 - 37	3		2	1	3	3	5	1	5	1
34 - 35		1	3		1	3	3	1	2	2
32 - 33	1				1		1			1
30 - 31			1			1	1			1
28 - 29										
26 - 27										
24 - 25										
N =	16	16	16	16	32	32	32	32	32	32

Table 8.9

Mean Behavior Scale Scores of 192 Students (Second Year) According to Approved-Disapproved Behavioral Status, Sex, Grade, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
	N=24	N= 24	N= 24	N= 24	N= 24	N= 24	N= 24	N= 24	
3rd	41.50	41.75	43.38	43.13	39.88	41.38	41.25	41.88	41.77
6th	39.75	36.75	40.00	41.00	39.63	40.75	38.88	41.50	39.78
9th	40.38	39.25	42.75	41.50	39.38	38.00	40.13	43.00	40.55
Totals	40.54	39.25	42.04	41.88	39.63	40.04	40.09	42.13	40.70

		Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	N=96	41.13	39.22	39.25	39.86
Disapproved	N=96	42.41	40.35	41.85	41.53
Urban	N=96	42.44	39.38	40.97	40.93
Rural	N=96	41.10	40.19	40.13	40.47
Male	N=96	41.50	39.57	40.66	40.57
Female	N=96	42.04	40.00	40.44	40.82
Approved Males	N=48	40.69	39.69	39.88	40.08
Approved Females	N=48	41.57	38.75	38.75	39.65
Disapproved Males	N=48	42.15	39.44	41.44	41.06
Disapproved Females	N=48	42.51	41.25	42.25	42.00
Approved Urban	N=48	41.63	38.25	39.82	39.90
Approved Rural	N=48	40.63	40.19	38.69	39.83
Disapproved Urban	N=48	43.26	40.50	42.13	41.96
Disapproved Rural	N=48	41.57	40.19	41.57	41.11
Urban Males	N=48	42.44	39.88	41.57	41.29
Urban Females	N=48	42.44	38.88	40.38	40.57
Rural Males	N=48	40.57	39.26	39.76	39.86
Rural Females	N=48	41.63	41.13	40.50	41.09

Table 8.10

Analysis of Variance of Behavior Scale Scores of 192 Students (Second Year) According to Approved-Disapproved Behavioral Status, Sex, Grade, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior (Approved-Disapproved)	1	133.333	133.333	13.980
Location	1	10.083	10.083	1.057
Grade	2	128.198	64.099	6.721*
Sex	1	3.000	3.000	.315
Behavior x Location	1	7.521	7.521	.789
Behavior x Grade	2	20.823	10.411	1.092
Behavior x Sex	1	22.688	22.688	2.379
Location x Grade	2	40.760	20.380	2.137
Location x Sex	1	46.021	46.021	4.826**
Grade x Sex	2	5.344	2.672	.280
Behavior x Location x Grade	2	15.885	7.943	.833
Behavior x Location x Sex	1	.750	.750	.079
Behavior x Grade x Sex	2	26.469	13.234	1.388
Location x Grade x Sex	2	6.573	3.286	.345
Behavior x Location x Grade x Sex	2	24.781	12.391	1.299
Within Cell	168	1602.249	9.537	
Total	191	2094.478		

* Significant beyond the .01 level of confidence

** Significant beyond the .05 level of confidence

Chapter 9

The KD Proneness Scale

Introduction

Throughout this study consistent efforts were made to explore the relationship of delinquent tendencies to classroom behavior. As suggested in Chapters 2 and 10, both classroom misbehavior and juvenile delinquency could be viewed as different symptoms of a basic underlying process, probably a predisposition to aggress in response to frustration. If this assumption has validity, then one would expect to find a difference between children manifesting approved and disapproved behavior on a test of delinquency proneness. It would also be expected that the performance of misbehaving children on such a test would resemble that of adjudicated juvenile delinquents.

In order to evaluate these hypotheses, it was decided to select one of the most widely used psychological tests in this field, the KD Proneness Scale (Kvaraceus, 1950). This test has already undergone considerable research. Many of the studies have centered about its validation, i.e. the extent to which misbehavior or delinquency could be identified or predicted on the basis of KD Proneness Scale performance. In one of these studies, Walton (1953) found evidence that individuals who were delinquency prone according to this test were more likely to be truants, and to be described as having "low morale." Patterson (1952) reported similar evidence involving a relationship between pupil citizenship and test performance. McDonnell (1954) found little evidence of a relationship between KD Proneness Scale performance and "goodness" or "poorness" of students. Kvaraceus (1956) reported a series of minor studies which, in general, support the validity of his KD Proneness Scale.

These validation studies involving overall scores have additional value aside from prediction, in that they offer evidence that teacher judgment of student differences reflects differences among students and not merely the teacher's attitudes and biases. However, these researches constitute only a beginning in the search for knowledge of why an individual behaves in the way that he does. Studies which attempt to isolate specific socio-psychological factors represented by this overall KD Proneness Scale score constitute a logical extension of this research. In this regard, Petersen, Quay, and Tiffany (1961) explored the KD Proneness Scale performances of delinquents and non-delinquents. They identified such factors as attitude toward school, situational delinquency, irresponsibility, and response set as being important differentiaters. Inspection of the specific responses comprising these factors could provide the basis for many insights into this delinquent behavior.

In addition, there would also appear to be a need to explore the possibility of extending psychological testing, such as the KD Proneness Scale, downward to the third grade so as to assist teachers in better understanding the child when they first begin to note the early signs of future trouble.

With the above considerations in mind, the KD Proneness Scale section of the Eau Claire County Youth Study was designed for the following purposes: 1) to explore the validity of this test as it relates to behavior in the classroom, 2) to investigate the validity of a modified KD Proneness Scale designed for use with students adjudged exhibiting approved and disapproved behaviors in the third grade, 3) to assess the contribution to this validity of items reflecting different psychological areas, and 4) to ascertain the validity of a special KD scoring with a key developed especially in terms of approved and disapproved classroom behavior.

Procedure

Subject Selection and Testing

As detailed in Chapter 3, each of the 384 subjects comprising the First Year Group and the Second Year Group was tested and interviewed on an individual basis. As part of the test battery, the KD Proneness Scale was administered in accordance with the usual directions. The customary form of this test was used at the sixth and ninth grade levels. In the abscence of procedures for younger children, a modified KD Proneness Scale form was developed for the boys and girls who were nominated at the end of the third grade (Feldhusen and Thurston, 1962).

Development of Modified Third Grade Form (KDJRTJFF)

From the original KD Proneness Scale (1953) of 75 items, 32 items were retained without change and 39 were changed in some way to make them suitable for use with children who were just completing the third grade. The authors, a supervisor in a laboratory school, and an elementary methods curriculum specialist worked together to revise items and options to make them readable and understandable by the third grade children. A strong attempt was made to preserve the essential meanings of the original items. This revised scale was then administered to 28 children who were not part of the First or Second Year Groups. The difficulties which they encountered were considered in making the changes necessary for the final revision of the third grade test. Its administration was in accordance with usual directions of the unmodified form.

Scoring of KD Proneness Scale

1. Traditional. The scoring weights and procedures as determined by Kvaraceus were employed. A constant of 50 points was added to each score in order to avoid the problem of analyzing the minus quantities found in scoring the scale by this method.

2. Area Scoring. Clusters of items were selected from the KD Proneness Scale which seemed to represent six psycho-sociological areas as follows: 1) school, 2) failure, fear, misconduct, aggression, 3) peer relations and recreation, 4) occupational and future, 5) personal preferences, and 6) family, adults, and control factors. These items were scored by the regular key. A constant of 20 points was added to each individual score for each area in order again to avoid the problem of negative numbers.

3. Empirical KD Scale scores. An item by item analysis of the KD Proneness Scale was undertaken using those students designated as "approved" and "disapproved" of the first year as criterion groups. A separate analysis was conducted for boys and for girls for the combined sixth and ninth grade groups. The analysis of items at the third grade level was undertaken with the boys and girls combined. An answer to a KD item was retained if it differentiated the criterion groups at or beyond the .10 level of confidence. Answers which were found to be characteristic of the approved group were to be scored -1 and those more often noted as being made by the disapproved group were accorded a score of +1. Three new scoring keys were thus developed: one for third grade boys and girls, one for sixth and ninth grade girls, and one for sixth and ninth grade boys. The KD performance of this derivation group (First Year) were then scored by means of these keys. A cross-validation of these empirical scoring procedures was undertaken by scoring

the KD Proneness tests of the Second Year Group. In each case, a constant of 30 was added to each of these scores to avoid the problem of minus numbers.

Results

KD Proneness Scale

In Tables 9.1, 9.2, 9.3 and 9.4 may be found the frequency distributions of the KD Proneness Scale Scores for the third, sixth, ninth graders, and combined grades, respectively. In each case, the constant of 50 which was added to each of these scores to facilitate statistical analysis, has been subtracted so as to make the results directly comparable to those stemming from other studies using this test. Table 9.5 reports the mean KD Proneness Scale Scores for the 384 students of the study divided on the basis of approved-disapproved behavior, grade, sex, and urban-rural location.

The analysis of variance of these data is found in Table 9.6. The F ratios for behavior, grade and sex are found to be significant at the .01 level of confidence. The difference in KD performance is in the expected direction with the approved youngsters scoring lower (-9.18) than the disapproved (-5.16). Grade differentiations appear to result from scores in third grade (-1.71) as contrasted to sixth (-7.87) and ninth (-11.94). Girls (-6.24) scored higher than boys (-8.10). Significant interaction (.01 level) of behavior by grade reflects differing degrees of differentiation at various grade levels, with small differences noted at sixth grade (1.61), larger at third grade (3.64), and largest at ninth (6.81). The interaction effect of behavior by sex was significant at only the .05 level of confidence.

Area Scoring

The constant of 20 added to each score was retained in reporting the area data so as to avoid confusion with the traditional KD Proneness Scale Scores.

1. Area 1 (School)

The mean scores for Area 1 may be noted in Table 9.7 and the analysis of variance in Table 9.8. The Fs for behavior, sex, and grade are significant at the .01 level of confidence. As expected the disapproveds (19.28) score higher (more delinquency prone) than approved (17.69). Girls (19.51) score higher than boys (17.46). Third graders (20.53) score highest, then sixth graders (18.43) and then ninth graders score the lowest (16.50). Complex interaction effects of location by grade by sex are significant at only the .05 level of confidence.

2. Area 2 (Failure, Fear, Misconduct, Aggression)

The Area 2 mean scores are found in Table 9.9 and the analysis of variance in Table 9.10. Once again, the Fs for behavior, grade, and sex are significant at the .01 level of confidence. The disapproved (17.75) score higher than the approved (16.10). The girls (18.11) score higher than the boys (15.80). Third graders score highest (18.78) as compared with sixth (16.46) and ninth (15.61) graders. Significant interaction effects (.01 level) of behavior by sex appear to be most influenced by approved male (14.34) differences from disapproved female (18.35). Interaction effects significant at the .05 level include behavior by sex, behavior by location by grade, and behavior by location by sex.

3. Area 3 (Peer Relations and Recreation)

The mean scores of Area 3 may be found in Table 9.11 and the analysis of variance in Table 9.12. The Fs for behavior and grade are both significant at the .01 level. Disapproved youngsters (19.98) score higher than the approved (19.34). Grade three (20.74), scores higher than sixth grade (19.36) and the ninth grade (18.85) is lowest. Behavior by grade interaction is significant at the .01 level with minimal differences between approved and disapproved at the third and sixth grade as contrasted to the ninth (Approved 18.02, Disapproved 19.56 equals a difference of 1.54). Grade by sex interaction was significant at only the .05 level of confidence.

4. Area 4 (Occupations and Future)

The mean scores for Area 4 are given in Table 9.13. The analysis of variance is in Table 9.14. The Fs for behavior, sex, and grade are significant at the .01 level of confidence. The disapproved students (19.22) score higher than the approved (18.61). In contrast to results in Areas 1 and 2, boys (19.46) score higher than girls (18.37). Grade differences again show the third grade to be highest (19.49), the sixth grade next (18.83) and the ninth grade the lowest (18.40). Location by sex interaction was significant at the .01 level; grade by sex interaction at only the .05 level.

5. Area 5 (Personal Preferences)

The Area 5 mean scores are located in Table 9.15 with the analysis of variance in Table 9.16. The F for behavior by sex interaction was the only finding which was significant at the .01 level of confidence. Behavior and grade differences were in the usual direction but were significant at only the .05 level of confidence. Location by grade, and grade by sex interactions achieved a similar level of significance.

6. Area 6 (Family, Adults, and Control Factors)

The mean scores for Area 6 are noted in Table 9.17 and the analysis of variance in Table 9.18. The Fs for behavior, sex, and grade are once again found to be significant at the .01 level of confidence. The disapproved score higher (19.17) than the approved students (18.42). The third graders score highest (20.11), then the ninth graders (17.84) and the sixth graders (17.42). No significant interaction effects were noted.

Empirical KD Scale Scores

The constant of 30 added to each empirical score was retained so as to minimize confusion between these scores and the usual KD Proneness Scale Scores.

1. First Year - The empirical KD Scale scores were obtained using the 192 test performances of the First Year Group which served as the basis of its derivation. The mean scores are found in Table 9.19 and the analysis of variance in Table 9.20. As would be expected in this case, the disapproved (30.92) scored higher than the approved (21.13). Girls (27.30) scored higher than boys (24.74). Third graders scored highest (28.44), then ninth graders (26.09) and sixth was lowest (23.91). No significant interaction effects were noted.

2. Second Year - The empirical KD Scale keys were then applied to the 192 records of the Second Year Group in a cross-validation effort. The mean scores are noted in Table 9.21 and the analysis of variance in Table 9.22. As in the First Year Group analysis, the Fs for behavior, grade, and sex were found to be significant at the .01 level of confidence.

The disapproved (29.02) scored higher than the approved (24.66). The girls (28.36) scored higher than the boys (25.31). The third grade scores were sharply higher (29.31) than the ninth (26.19) or sixth (25.02) grade levels.

A considerable number of unexpected interaction effects were noted. At the .01 level of confidence are found interaction effects of location by grade, grade by sex, and behavior by location by grade. Behavior by grade and location by sex are significant at the .05 level of confidence.

Discussion

KD Proneness Scale Validity

Kvaraceus (1956) has reported several validity studies which use non-legal malbehaving groups and "high morale" subjects. The former group includes misbehaving children and those ranked low in school conduct. The latter group includes "good citizens" and "those well thought of by all teachers." These designations very closely approximate the disapproved and approved groups of the Eau Claire Study. The validity studies reported by Kvaraceus attempted to establish whether or not the KD Proneness Scale can differentiate the "good citizens" from the "bad citizens." In general, those researches answer this in the affirmative. The results of the Eau Claire Study are clearly in this direction. The difference of 4.02 KD points between the 192 approved children (-9.18) and the disapproved children (-5.16) is statistically significant. The Eau Claire results are very similar to those reported by Kvaraceus for comparable groups: Male "High Morale" = -12.6, Male Eau Claire Approved = -10.9; Male "Problems" = -2.90, Male Eau Claire Disapproved = -5.30; Female "High Morale" = -9.3, Female Eau Claire Approved = -7.47; and

Female "Problems" = -6.6, Female Eau Claire Disapproved = -5.02. There appear to be consistencies in degrees of delinquency proneness of the individuals constituting these different groups.

Even if the differentiating ability of the KD Scale has been demonstrated, as it has been in the Eau Claire research and other studies, one is in the position of inquiring into the significance of this. First of all and very importantly, it reinforces the belief that teacher judgments reflect basic differences in children rather than biases or prejudices on the part of teachers. Secondly, it supports the assumption that classroom misbehavior is related to delinquency proneness as measured by this test. It does appear though that the test performance of the disapproved youngsters more nearly resembles average or non-selected students than it does that of the adjudicated delinquent groups.

But it should be emphasized that while the KD Scale's differentiating ability between groups is of theoretical importance, its practical significance is open to question. In particular, the report of an individual in terms of a single score appears grossly inadequate. The tremendous overlap of scores between these groups clearly denies the likelihood of using cut-off points with this test in identifying the potentially difficult student. If these individuals cannot be clearly distinguished from approved children representing the other extreme, then it seems reasonable to assume that the scale would not be capable of distinguishing the disapproved student from the "average" student whose behavior is not represented by either extreme. Many individuals would be falsely identified as being likely to commit delinquent or disapproved classroom behavior (Herzog, 1960). It is conceivable that with further research and refinement, the suggested practical differentiations could be accomplished. If the test cannot make precise identifications, then what is its value, either now or ultimately? However, it should be kept in mind that this is not the only avenue open to exploration nor does the usefulness of the KD Proneness Scale rest solely upon its ability to make such identification. For, after all, experts in this field (Wattenberg, 1963; Kvaraceus, 1961) state that teachers can make these identifications and predictions far better than any existing psychological test. Perhaps the purpose of psychological testing generally, and the KD Scale in particular, should change. The direction of this proposed shift to earlier grades or to area scoring was suggested by the research findings of the Eau Claire study which follow.

KD Proneness Scale Grade Differences

Several of the findings should perhaps be singled out for special attention and some discussion. Take, for example, the decrease in the delinquency proneness scores from lower grade to higher grade. This is consistent with findings reported by Kvaraceus that scale scores and grade were negatively correlated. He suggested that this might be explained in terms of the sophistication of older students who divine the intent of the test and provide more socially acceptable answers. As an alternative explanation, he suggested a selective process where the non-delinquent continues on to the higher grade levels and the pre-delinquent or delinquent falls by the wayside. Inasmuch as the subjects of the Eau Claire Study were too young to allow dropouts, it is felt that his first alternative constitutes the more valid explanation. But inspection of the Eau Claire results reveals that the greatest differentiation between the approved and disapproved performance is noted at the ninth grade level. This suggests perhaps that if both groups attempt to give more socially acceptable responses, the approved children are more successful in this endeavor than the disapproved. Accordingly, the scale may still have utility at the ninth grade or higher, even in the face of the increased sophistication on the part of the students. The approved group is probably more closely in touch, both personally and intellectually, with what is expected of them in terms of societal norms. The pronounced diminution of effectiveness of the KD Scale suggested by Kvaraceus for the upper grades may not yet have begun to occur at the ninth grade.

If sophistication or "test-wiseness" regarding the KD Scale is an important limiting factor on its utility, then several suggestions would appear to be in order. Following the lead of this study, it might be advisable to concentrate research efforts at the lower age levels where "sophistication" is less likely to constitute a problem. In addition, earlier detection increases the probability of success with remedial efforts. It is of some interest to note that the KDJRTJFF form, the modified test for the third grade level, allowed for a greater differentiation of approved and disapproved at the third grade level than did the traditional KD Proneness Scale at the sixth. Perhaps a modification of the sixth grade scale would be in order. There is some suggestion that the wording could be up-dated and perhaps simplified for this grade as well as the third.

KD Proneness Scale Sex Differences

Girls scored higher on the KD Proneness Scale than boys in terms of overall score (girls: -6.24; boys: -8.10), third grade (girls: -.65; boys: -2.76), sixth grade (girls: -7.20; boys: -8.53), and ninth (girls: -10.87; boys: -12.99). In general, these Eau Claire findings are consistent with those reported by Kvaraceus (1956). Illustrative of this similarity are the findings of Patterson (1952) who reports median scores of -13 for "best" boy citizens (Eau Claire approved male mean = -10.90), -6 for "best" girl citizens (Eau Claire approved female mean = -7.47), -7 for "poorest" male citizens (Eau Claire disapproved male mean = -5.30), and -1.50 for "poorest" female citizen (Eau Claire disapproved female mean = -5.02).

There appears to be a consistent tendency for the disapproved boys and girls to average close to zero and for the approved children to average lower. All of these groups, however, fall well below the plus scores which purport to be more typical of the non-conforming and delinquent groups.

KD Proneness Scale Urban-Rural Differences

One of the potentially significant findings of this aspect of the research deals with an absence of differentiation. With a technique and sample size which allows a sensitivity to many main and interaction effects, it is noteworthy that in no instance did urban-rural location demonstrate differentiating effect on KD performance, area scorings, or KD empirical scoring. In short, the rural subjects of the sample performed in the same manner on the KD Proneness Scale as did the urban subject population. Both the city and country children appear to be equally delinquency prone. Even if one wishes to take the view that the entire sample has a rural character, the similarity of Eau Claire findings to those of the more urban studies of Kvaraceus and others strongly suggests that urban and rural location of the students bears no relation to KD Proneness Scale performance.

Area Scoring of KD Proneness Scale

The areal scoring results suggest that the delinquent tendencies as manifest in the classroom may have a very broad source and wide varieties of expression. Even though it would be anticipated that the area scores would correlate with the overall score, one might have expected that the KD Proneness Scale performance of classroom behavior problems, the disapproveds, might be most distinctive from approved children on those items which treat of scholastic matters. But apparently, the problems of the classroom problem child are not restricted to the classroom. His performance is higher, more suggestive of delinquency proneness in such areas as failure, fear, misconduct, aggression, peer relations and recreation, occupations and future, family, adults, and control factors as well as school.

Evidence of the possibility of profile analysis of the area scores may be noted by considering the sex differences involved in KD performance. The overall KD Proneness Scale differentiates on the basis of sex with the girls scoring higher than the boys. Evaluation of the areas reveals a patterning to the performance. In Areas 1 (school) and 2 (failure, fear, misconduct, and aggression) girls scored higher, in Area 3 (peer relations and recreation) and 5 (personal preferences), there were no significant differences, and in Area 4 (occupations and future) and 6 (family, adults, and control factors), the boys were higher.

This approach would appear to open up a new area for investigation of sex and individual differences using either these areas or those such as identified by Peterson, Quay, and Tiffany (1961) using factor analysis. It is assumed that while the disapproved children as a group perform in a manner that can be differentiated from the approved in virtually all areas, the performance of an individual within this group might reflect differences in the contribution of factors described by these areas. For example, it is conceivable that a disapproved youngster may resemble approved children in many areas but the similarity of performance in one area to the disapproved children may be marked in the extreme. Another disapproved child may have a different pattern of similarities and differences with the approved and disapproved groups. Knowledge of this profile could be quite important to a teacher confronted with a problem child in her class. If his problem is reflected in those items of the KD Proneness Scale dealing with school, then she may act in one way. If he resembles the disapproved group mostly on areas involving fears and family, then her course of action might be markedly different. These important individual differences in area scores are obscured, if not obliterated by a reliance on a single overall score. Future validation efforts might attempt to evaluate the significance of scores and the patterning deriving from them.

Empirical KD Scale Scoring

The evaluation of the empirical KD Scale scoring system strongly suggests that it has few unique advantages as compared with traditionsl KD Scale scoring. The unanticipated, enigmatic interaction effects of the second year are not easily understood. While the increased differentiation at the sixth grade by the empirical scale may constitute an improvement, it would seem that continued development of the empirical KD Scale scoring would be hard to justify in light of other more promising research leads.

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Table 9.1

KD Proneness Scale Scores (KDJRTJFF) of 128 Third Graders Divided According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
27 - 29										
24 - 26										
21 - 23										
18 - 20										
15 - 17										
12 - 14		1			1			1		1
9 - 11		3	1	4	3	5	1	7	3	5
6 - 8	2	4	2	4	6	6	4	8	5	7
3 - 5	3	4	5	4	7	9	8	8	10	6
0 - 2	1	2	8	3	3	11	9	5	8	6
-1 - -3	5	9	3	8	14	11	8	17	14	11
-4 - -6	5	5	6	5	10	11	11	10	9	12
-7 - -9	6	2	4	2	8	6	10	4	8	6
-10 - -12	7	2	2	2	9	4	9	4	7	6
-13 - -15	1		1		1	1	2			2
-16 - -18	2				2		2			2
-19 - -21										
-22 - -24										
-25 - -27										
-28 - -30										
-31 - -33										
N =	32	32	32	32	64	64	64	64	64	64

Table 9.2

KD Proneness Scale Scores of 128 Sixth Graders Divided According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
27 - 29										
24 - 26										
21 - 23										
18 - 20		1			1			1		1
15 - 17										
12 - 14										
9 - 11				1		1		1		1
6 - 8										
3 - 5		1	1	1	1	2	1	2	3	
0 - 2	5	1	2	1	6	3	7	2	6	3
-1 - -3	2	7	5	4	9	9	7	11	6	12
-4 - -6	3	7	9	7	10	16	12	14	14	12
-7 - -9	3	4	4	5	7	9	7	9	8	8
-10 - -12	5	7	7	6	12	13	12	13	14	11
-13 - -15	3	1	4	2	4	6	7	3	3	7
-16 - -18	5	1		4	6	4	5	5	5	5
-19 - -21	6	2		1	8	1	6	3	5	4
-22 - -24										
-25 - -27										
-28 - -30										
-31 - -33										
N =	32	32	32	32	64	64	64	64	64	64

Table 9.3

KD Proneness Scale Scores of 128 Ninth Graders Divided According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
27 - 29										
24 - 26										
21 - 23										
18 - 20		1			1			1	1	
15 - 17										
12 - 14										
9 - 11										
6 - 8				1		1		1	1	
3 - 5				2		2		2	1	1
0 - 2		2	1	3	2	4	1	5	4	2
-1 - -3				2		2		2	1	1
-4 - -6	1	5		7	6	7	1	12	5	8
-7 - -9	4	6	5	4	10	9	9	10	7	12
-10 - -12	4	7	7	3	11	10	11	10	10	11
-13 - -15	4	5	2	7	9	9	6	12	9	9
-16 - -18	5	5	10	2	10	12	15	7	9	13
-19 - -21	9	1	6	1	10	7	15	2	12	5
-22 - -24	3		1		3	1	4		3	1
-25 - -27	2				2		2		1	1
-28 - -30										
-31 - -33										
N =	32	32	32	32	64	64	64	64	64	64

Table 9.4

KD Proneness Scale Scores of 384 Third, Sixth, and Ninth Graders Divided According to Approved-Disapproved Behavioral Status, Sex, and Urban-Rural Location

Behavior Scale Scores	App. Boys	Disapp. Boys	App. Girls	Disapp. Girls	All Males	All Females	All App.	All Disapp.	All Urban	All Rural
27 - 29										
24 - 26										
21 - 23										
18 - 20		2			2			2	1	1
15 - 17										
12 - 14		1			1			1		1
9 - 11		3	1	5	3	6	1	8	3	6
6 - 8	2	4	2	5	6	7	4	9	6	7
3 - 5	3	5	6	7	8	13	9	12	14	7
0 - 2	6	5	11	7	11	18	17	12	18	11
-1 - -3	7	16	8	14	23	22	15	30	21	24
-4 - -6	9	17	15	19	26	34	24	36	28	32
-7 - -9	13	12	13	11	25	24	26	23	23	26
-10 - -12	16	16	16	11	32	27	32	27	31	28
-13 - -15	8	6	7	9	14	16	15	15	12	18
-16 - -18	12	6	10	6	18	16	22	12	14	20
-19 - -21	15	3	6	2	18	8	21	5	17	9
-22 - -24	3		1		3	1	4		3	1
-25 - -27	2				2		2		1	1
-28 - -30										
-31 - -33										
N =	96	96	96	96	192	192	192	192	192	192

Table 9.5

Mean KD Proneness Scale Scores of 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	- 4.75	- .31	-1.56	.00	- 6.19	- 2.87	+ 1.44	+ .56	- 1.71
6th	-11.69	- 5.25	-7.31	-7.50	- 9.87	- 7.87	- 5.25	- 8.19	- 7.87
9th	-17.37	-14.81	-8.31	-7.75	-15.50	-13.69	-10.81	- 7.25	-11.94
Total	-11.27	- 6.79	-5.73	-5.08	-10.52	- 8.14	- 4.87	- 4.96	- 7.17

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	- 3.53	- 8.67	-15.34	- 9.18
Disapproved	+ .11	- 7.06	- 8.53	- 5.16
Urban	- 1.65	- 7.94	-12.06	- 7.22
Rural	- 1.76	- 7.79	-11.81	- 7.12
Male	- 2.76	- 8.53	-12.99	- 8.10
Female	- .65	- 7.20	-10.87	- 6.24
Approved Males	- 5.47	-10.78	-16.43	-10.90
Approved Females	- 1.59	- 6.56	-14.25	- 7.47
Disapproved Males	- .06	- 6.28	- 9.56	- 5.30
Disapproved Females	+ .28	- 7.84	- 7.50	- 5.02
Approved Urban	- 2.53	- 8.47	-16.09	- 9.03
Approved Rural	- 4.53	- 8.87	-14.59	- 9.70
Disapproved Urban	- .78	- 7.40	- 8.03	- 5.40
Disapproved Rural	+ 1.00	- 6.72	- 9.03	- 4.92
Urban Males	- 3.15	- 9.50	-12.84	- 8.50
Urban Females	- .15	- 6.37	-11.28	- 5.93
Rural Males	- 2.37	- 7.56	-13.15	- 7.69
Rural Females	- 1.15	- 8.03	-10.47	- 6.55

The constant of 50 points which was added to each score to facilitate the analysis, has been subtracted in the above table in order to make the findings directly comparable to other studies using the traditional KD scoring.

Table 9.6

Analysis of Variance of KD Proneness Scale Scores of 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	1552.042	1552.042	38.473*
Location	1	.844	.844	.021
Grade	2	6786.109	3393.055	84.109*
Sex	1	330.042	330.042	8.181*
Behavior x Location	1	15.042	15.042	.373
Behavior x Grade	2	440.099	220.050	5.455*
Behavior x Sex	1	237.510	237.510	5.888**
Location x Grade	2	2.172	1.086	.027
Location x Sex	1	48.167	48.167	1.194
Grade x Sex	2	13.287	6.643	.165
Behavior x Location x Grade	2	158.912	79.456	1.970
Behavior x Location x Sex	1	11.344	11.344	.281
Behavior x Grade x Sex	2	129.755	64.878	1.608
Location x Grade x Sex	2	90.662	45.331	1.124
Behavior x Location x Grade x Sex	2	25.922	12.961	.321
Within Cell	360	14522.751	40.341	
Total	383	24364.660		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 9.7

Mean Scores for Area 1 (School) of the KD Proneness Scale for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Grade Means
3rd	18.06	21.56	19.13	22.44	18.38	21.06	20.88	22.69	20.53
6th	16.38	19.88	17.50	20.13	17.06	19.00	19.13	18.38	18.43
9th	14.25	15.13	17.94	17.69	14.38	17.13	16.44	19.00	16.50
Total	16.23	18.86	18.19	20.09	16.61	19.06	18.82	20.02	18.49

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	19.77	18.08	15.23	17.69
Disapproved	21.29	18.79	17.77	19.28
Urban	20.30	18.48	16.26	18.35
Rural	20.76	18.40	16.74	18.63
Male	19.11	17.52	15.76	17.46
Female	21.94	19.35	17.24	19.51
Approved Males	18.22	16.72	14.32	16.42
Approved Females	21.31	19.44	16.13	18.96
Disapproved Males	20.00	18.32	17.19	18.51
Disapproved Females	22.57	19.26	18.35	20.06
Approved Urban	19.81	18.13	14.69	17.55
Approved Rural	19.72	18.03	15.76	17.84
Disapproved Urban	20.79	18.82	17.82	19.14
Disapproved Rural	21.77	18.76	17.72	19.42
Urban Males	18.60	16.94	16.10	17.21
Urban Females	22.00	20.01	16.41	19.48
Rural Males	19.63	18.10	15.41	17.72
Rural Females	21.88	18.69	18.07	19.54

Table 9.8

Analysis of Variance for Area 1 (School) of the KD Proneness Scale Scores for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	242.252	242.252	21.185*
Location	1	7.878	7.878	.689
Grade	2	1040.583	520.291	45.500*
Sex	1	402.210	402.210	35.174*
Behavior x Location	1	.003	.003	.000
Behavior x Grade	2	54.646	27.323	2.389
Behavior x Sex	1	23.503	23.503	2.055
Location x Grade	2	6.396	3.198	.280
Location x Sex	1	4.378	4.378	.383
Grade x Sex	2	31.188	15.594	1.364
Behavior x Location x Grade	2	20.271	10.135	.886
Behavior x Location x Sex	1	1.627	1.627	.142
Behavior x Grade x Sex	2	7.583	3.791	.332
Location x Grade x Sex	2	99.020	49.510	4.330**
Behavior x Location x Grade x Sex	2	7.646	3.823	.334
Within Cell	360	4116.682	11.435	
Total	383	6065.866		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 9.9

Mean Scores for Area 2 (Failure, Fear, Misconduct, Aggression) of the KD Proneness Scale for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	16.00	20.50	18.44	19.50	16.06	19.44	20.44	19.88	18.78
6th	13.00	17.69	16.63	17.75	15.50	17.88	14.94	18.25	16.46
9th	12.44	16.02	17.31	16.94	13.06	15.63	15.75	17.75	15.61
Total	13.81	18.07	17.46	18.06	14.87	17.65	17.04	18.63	16.95

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	18.00	16.02	14.29	16.10
Disapproved	19.57	16.90	16.94	17.75
Urban	18.61	16.27	15.68	16.86
Rural	18.96	16.65	15.55	17.05
Male	17.74	15.02	14.64	15.80
Female	19.83	17.90	16.59	18.11
Approved Males	16.03	14.25	12.75	14.34
Approved Females	19.97	17.79	15.83	17.86
Disapproved Males	19.44	15.79	16.53	17.25
Disapproved Females	19.69	18.00	17.35	18.35
Approved Urban	18.25	15.35	14.23	15.94
Approved Rural	17.75	16.69	14.35	16.26
Disapproved Urban	18.97	17.19	17.13	17.76
Disapproved Rural	20.16	16.60	16.75	17.84
Urban Males	17.22	14.82	14.88	15.64
Urban Females	20.00	17.72	16.48	18.07
Rural Males	18.25	15.22	14.41	15.96
Rural Females	19.66	18.07	16.69	18.14

Table 9.10

Analysis of Variance for Area 2 (Failure, Fear, Misconduct, Aggression) of the KD Proneness Scale Scores for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	275.065	275.065	40.085*
Location	1	3.565	3.565	.520
Grade	2	688.223	344.112	50.147*
Sex	1	511.064	511.064	74.477*
Behavior x Location	1	1.378	1.378	.201
Behavior x Grade	2	50.693	25.347	3.694**
Behavior x Sex	1	141.378	141.378	20.603*
Location x Grade	2	5.349	2.675	.390
Location x Sex	1	1.628	1.628	.237
Grade x Sex	2	15.787	7.894	1.150
Behavior x Location x Grade	2	53.193	26.596	3.876**
Behavior x Location x Sex	1	36.877	36.877	5.374**
Behavior x Grade x Sex	2	22.817	11.409	1.663
Location x Grade x Sex	2	16.974	8.487	1.237
Behavior x Location x Grade x Sex	2	27.755	13.878	2.022
Within Cell	360	2470.309	6.862	
Total	383	4322.055		

* Significant at .01 level of confidence
** Significant at .05 level of confidence

Table 9.11

Mean Scores for Area 3 (Peer Relations and Recreation) of the KD Proneness Scale for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	20.75	21.81	20.81	20.63	19.56	20.81	20.63	20.94	20.74
6th	19.13	19.50	20.25	18.94	19.38	19.00	19.56	19.13	19.36
9th	18.00	17.88	20.13	19.13	18.63	17.56	20.19	19.31	18.85
Total	19.29	19.73	20.40	19.57	19.19	19.12	20.13	19.79	19.65

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	20.74	19.26	18.02	19.34
Disapproved	20.76	19.48	19.56	19.98
Urban	21.00	19.46	18.82	19.75
Rural	20.49	19.27	18.93	19.56
Male	20.44	19.59	19.24	19.76
Female	21.05	19.15	18.47	19.56
Approved Males	20.16	19.26	18.32	19.24
Approved Females	21.31	19.25	17.72	19.43
Disapproved Males	20.72	19.91	20.16	20.27
Disapproved Females	20.79	19.04	19.22	19.68
Approved Urban	21.28	19.32	17.94	19.51
Approved Rural	20.19	19.19	18.10	19.16
Disapproved Urban	20.72	19.60	19.63	19.99
Disapproved Rural	20.79	19.35	19.75	19.96
Urban Males	20.78	19.69	19.07	19.85
Urban Females	21.22	19.22	18.57	19.65
Rural Males	20.10	19.47	19.41	19.66
Rural Females	20.88	19.07	18.44	19.46

Table 9.12

Analysis of Variance for Area 3 (Peer Relations and Recreation) of the KD Proneness Scale Scores for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	38.760	38.760	9.200*
Location	1	3.375	3.375	.801
Grade	2	245.099	122.549	29.088*
Sex	1	3.760	3.760	.892
Behavior x Location	1	2.667	2.667	.633
Behavior x Grade	2	52.224	26.112	6.198*
Behavior x Sex	1	14.260	14.260	3.385
Location x Grade	2	6.891	3.445	.818
Location x Sex	1	0.000	0.000	.000
Grade x Sex	2	33.005	16.503	3.917**
Behavior x Location x Grade	2	8.161	4.081	.969
Behavior x Location x Sex	1	6.000	6.000	1.424
Behavior x Grade x Sex	2	2.380	1.190	.282
Location x Grade x Sex	2	2.297	1.148	.272
Behavior x Location x Grade x Sex	2	1.734	.867	.206
Within Cell	360	1516.623	4.213	
Total	383	1937.238		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 9.13

Mean Scores for Area 4 (Occupations and Future) of the KD Proneness Scale for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	19.81	18.25	19.69	18.88	20.69	18.56	21.19	18.88	19.49
6th	18.88	18.44	19.50	18.50	19.00	18.06	20.38	17.88	18.83
9th	17.88	17.83	18.88	19.44	18.68	17.13	18.81	18.50	18.40
Total	18.86	18.17	19.36	18.94	19.46	17.92	20.13	18.44	18.91

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	19.33	18.60	17.88	18.61
Disapproved	19.66	19.07	18.93	19.22
Urban	19.16	18.83	18.51	18.84
Rural	19.83	18.83	18.30	18.99
Male	20.35	19.44	18.57	19.46
Female	18.65	18.22	18.24	18.37
Approved Males	20.25	18.94	18.28	19.16
Approved Females	18.41	18.25	17.48	18.05
Disapproved Males	20.44	19.94	18.85	19.75
Disapproved Females	18.88	18.19	19.00	18.69
Approved Urban	19.03	18.66	17.86	18.52
Approved Rural	19.63	18.53	17.91	18.69
Disapproved Urban	19.69	19.00	19.16	19.15
Disapproved Rural	20.04	19.13	18.69	19.29
Urban Males	19.75	19.19	18.38	19.11
Urban Females	18.57	18.47	18.64	18.56
Rural Males	20.94	19.69	18.75	19.80
Rural Females	18.72	17.97	17.85	18.18

Table 9.14

Analysis of Variance for Area 4 (Occupations and Future) of the KD Proneness Scale Scores for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	38.128	38.128	10.469*
Location	1	2.836	2.836	.779
Grade	2	80.828	40.414	11.096*
Sex	1	115.940	115.940	31.834*
Behavior x Location	1	.128	.128	.035
Behavior x Grade	2	10.630	5.315	1.459
Behavior x Sex	1	.211	.211	.058
Location x Grade	2	12.391	6.195	1.701
Location x Sex	1	25.523	25.523	7.008*
Grade x Sex	2	28.911	14.456	3.969**
Behavior x Location x Grade	2	3.693	1.846	.507
Behavior x Location x Sex	1	1.378	1.378	.378
Behavior x Grade x Sex	2	18.484	9.242	2.538
Location x Grade x Sex	2	.016	.008	.002
Behavior x Location x Grade x Sex	2	2.880	1.440	.395
Within Cell	360	1311.063	3.642	
Total	383	1653.039		

* Significant at .01 level of confidence

** Significant at .05 level of confidence

Table 9.15

Mean Scores for Area 5 (Personal Preferences) of the KD Proneness Scale for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	19.75	20.38	21.94	19.38	19.00	18.81	20.81	19.56	19.95
6th	19.00	19.31	19.69	19.13	19.94	19.75	19.94	19.63	19.55
9th	18.06	19.25	19.81	19.69	18.44	19.38	18.56	19.38	19.07
Total	18.94	19.65	20.48	19.40	19.13	19.31	19.77	19.52	19.52

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	19.49	19.50	18.79	19.06
Disapproved	20.43	19.60	19.37	19.80
Urban	20.37	19.29	19.21	19.62
Rural	19.55	19.82	18.94	19.44
Male	20.38	19.65	18.72	19.59
Female	19.54	19.46	19.43	19.47
Approved Males	19.38	19.47	18.25	19.04
Approved Females	19.60	19.53	19.32	19.48
Disapproved Males	21.38	19.82	19.19	20.13
Disapproved Females	19.47	19.38	19.54	19.46
Approved Urban	20.07	19.16	18.66	19.30
Approved Rural	18.91	19.85	18.91	19.22
Disapproved Urban	20.66	19.41	19.75	20.12
Disapproved Rural	20.19	19.79	18.97	19.65
Urban Males	20.85	19.35	18.94	19.71
Urban Females	19.88	19.22	19.47	19.53
Rural Males	19.91	19.94	18.50	19.45
Rural Females	19.19	19.69	19.38	19.42

Table 9.16

Analysis of Variance for Area 5 (Personal Preferences) of the KD Proneness Scale Scores for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	27.628	27.628	6.464**
Location	1	3.190	3.190	.746
Grade	2	49.984	24.992	5.847**
Sex	1	1.148	1.148	.269
Behavior x Location	1	1.148	1.148	.269
Behavior x Grade	2	11.474	5.737	1.342
Behavior x Sex	1	29.815	29.815	6.976*
Location x Grade	2	29.224	14.612	3.419**
Location x Sex	1	.586	.586	.137
Grade x Sex	2	38.578	19.289	4.513**
Behavior x Location x Grade	2	11.922	5.961	1.395
Behavior x Location x Sex	1	11.003	11.003	2.574
Behavior x Grade x Sex	2	12.443	6.221	1.456
Location x Grade x Sex	2	.984	.492	.115
Behavior x Location x Grade x Sex	2	1.974	.987	.231
Within Cell	360	1538.684	4.274	
Total	383	1769.789		

* Significant at the .01 level of confidence

** Significant at the .05 level of confidence

Table 9.17

Mean Scores for Area 6 (Family, Adults and Control Factors) of the KD Proneness Scale for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	20.69	19.06	20.56	20.31	20.81	19.25	21.00	19.19	20.11
6th	18.06	17.88	18.94	18.44	18.44	17.69	20.00	17.94	17.42
9th	18.00	16.44	18.81	18.06	17.75	16.94	18.87	17.88	17.84
Total	18.92	17.79	19.44	18.94	19.00	17.96	19.96	18.34	18.46

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	19.96	18.02	17.29	18.42
Disapproved	20.27	18.83	18.41	19.17
Urban	20.16	18.33	17.83	18.78
Rural	20.07	18.52	17.86	18.82
Male	20.75	18.86	18.36	19.33
Female	19.46	17.99	17.33	18.26
Approved Males	20.75	18.25	17.88	18.96
Approved Females	19.16	17.79	16.69	17.88
Disapproved Males	20.78	19.47	18.84	19.70
Disapproved Females	19.75	18.19	17.97	18.64
Approved Urban	19.88	17.97	17.22	18.36
Approved Rural	20.02	18.07	17.35	18.48
Disapproved Urban	20.44	18.69	18.44	19.19
Disapproved Rural	20.10	18.97	18.38	19.15
Urban Males	20.63	18.50	18.41	19.18
Urban Females	19.69	18.16	17.25	18.37
Rural Males	20.91	19.22	18.31	19.48
Rural Females	19.22	17.82	17.41	18.15

Table 9.18

Analysis of Variance for Area 6 (Family, Adults and Control Factors) of the KD Proneness Scale Scores for 384 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	68.344	68.344	12.810*
Location	1	.260	.260	.049
Grade	2	348.271	174.135	32.640*
Sex	1	112.667	112.667	21.118*
Behavior x Location	1	.510	.510	.096
Behavior x Grade	2	14.813	7.406	1.388
Behavior x Sex	1	1.042	1.042	.195
Location x Grade	2	.333	.167	.031
Location x Sex	1	12.042	12.042	2.257
Grade x Sex	2	2.771	1.386	.260
Behavior x Location x Grade	2	5.021	2.510	.470
Behavior x Location x Sex	1	8.167	8.167	1.531
Behavior x Grade x Sex	2	6.021	3.010	.564
Location x Grade x Sex	2	7.583	3.792	.711
Behavior x Location x Grade x Sex	2	1.896	.948	.178
Within Cell	360	1920.747	5.335	
Total	383	2510.487		

* Significant at the .01 level of confidence

Table 9.19

Mean KD Proneness Scale Scores (First Year - Empirical Key Scoring) of 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	23.38	25.13	30.75	33.38	24.00	22.50	33.00	35.38	28.44
6th	15.75	21.25	29.75	28.38	20.00	20.00	25.75	30.38	23.91
9th	18.13	22.63	32.00	34.75	17.75	23.00	26.63	30.88	26.09
Total	19.09	23.00	30.83	32.17	20.58	21.83	28.46	32.21	26.15

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	23.76	19.26	20.38	21.13
Disapproved	33.13	28.57	31.07	30.92
Urban	28.17	23.79	26.88	26.27
Rural	28.72	24.04	24.57	25.77
Male	27.79	22.82	23.63	24.74
Female	29.10	25.01	27.82	27.30
Approved Males	23.69	17.88	17.94	19.83
Approved Females	23.82	20.63	22.82	22.42
Disapproved Males	31.88	27.75	29.32	29.65
Disapproved Females	34.38	29.38	32.82	32.19
Approved Urban	24.26	18.50	20.38	21.05
Approved Rural	23.25	20.00	20.38	21.21
Disapproved Urban	32.07	29.07	33.38	31.50
Disapproved Rural	34.19	28.07	28.76	30.34
Urban Males	27.07	22.75	25.07	24.96
Urban Females	29.26	24.82	28.69	27.59
Rural Males	28.50	22.88	22.19	24.52
Rural Females	28.94	25.19	26.94	27.02

Table 9.20

Analysis of Variance of KD Proneness Scale Scores (First Year-Empirical Key Scoring) of 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	4840.081	4840.081	259.926*
Location	1	3.000	3.000	.161
Grade	2	657.291	328.646	17.649*
Sex	1	256.687	256.687	13.785*
Behavior x Location	1	8.334	8.334	.448
Behavior x Grade	2	46.793	23.397	1.256
Behavior x Sex	1	3.522	3.522	.189
Location x Grade	2	42.125	21.063	1.131
Location x Sex	1	4.688	4.688	.252
Grade x Sex	2	36.500	18.250	.980
Behavior x Location x Grade	2	94.791	47.395	2.545
Behavior x Location x Sex	1	50.020	50.020	2.686
Behavior x Grade x Sex	2	57.166	28.583	1.535
Location x Grade x Sex	2	8.375	4.187	.225
Behavior x Location x Grade x Sex	2	96.292	48.146	2.586
Within Cell	168	3128.246	18.621	
Total	191	9333.912		

* Significant at the .01 level of confidence

Table 9.21

Mean KD Proneness Scale Scores (Second Year - Empirical Key Scoring) of 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

	Urban Area				Rural Area				
	Approved		Disapproved		Approved		Disapproved		Grade Means
Grade	Male	Female	Male	Female	Male	Female	Male	Female	
3rd	29.50	27.50	30.50	29.88	26.50	29.13	31.75	29.75	29.31
6th	17.75	21.38	25.63	27.63	21.75	30.88	24.50	30.63	25.02
9th	22.75	26.88	27.63	28.88	18.75	23.13	26.75	34.75	26.19
Total	23.33	25.25	27.92	28.80	22.33	27.71	27.67	31.71	26.84

	Third Grade	Sixth Grade	Ninth Grade	Three Grades Combined
Approved	28.16	22.94	22.88	24.66
Disapproved	30.47	27.10	29.50	29.02
Urban	29.35	23.10	26.54	26.32
Rural	29.28	26.94	25.85	27.35
Male	29.56	22.41	23.97	25.31
Female	29.07	27.63	28.41	28.36
Approved Males	28.00	19.75	20.75	22.83
Approved Females	28.32	26.13	25.00	26.48
Disapproved Males	31.13	25.07	27.19	27.79
Disapproved Females	29.82	29.13	31.82	30.25
Approved Urban	28.50	19.57	24.82	24.29
Approved Rural	27.82	26.32	20.94	25.02
Disapproved Urban	30.19	26.63	28.26	28.36
Disapproved Rural	30.75	27.57	30.75	29.69
Urban Males	30.00	21.69	25.19	25.63
Urban Females	28.69	24.51	27.88	27.03
Rural Males	29.13	23.13	22.75	25.00
Rural Females	29.44	30.76	28.94	29.71

Table 9.22

Analysis of Variance of KD Proneness Scale Scores (Second Year-Empirical Key Scoring) of 192 Students Divided According to Approved-Disapproved Behavioral Status, Grade, Sex, and Urban-Rural Location

SOURCE	df	SS	MS	F
Behavior	1	914.380	914.380	45.603*
Location	1	51.047	51.047	2.546
Grade	2	631.510	315.755	15.748*
Sex	1	447.130	447.130	22.300*
Behavior x Location	1	4.381	4.381	.218
Behavior x Grade	2	149.823	74.912	3.736**
Behavior x Sex	1	16.922	16.922	.844
Location x Grade	2	192.969	96.484	4.812*
Location x Sex	1	131.672	131.672	6.567**
Grade x Sex	2	307.698	153.849	7.673*
Behavior x Location x Grade	2	299.573	149.786	7.470*
Behavior x Location x Sex	1	.255	.255	.013
Behavior x Grade x Sex	2	15.594	7.797	.389
Location x Grade x Sex	2	20.531	10.266	.512
Behavior x Location x Grade x Sex	2	79.886	39.943	1.992
Within Cell	168	3368.622	20.051	
Total	191	6631.991		

* Significant at the .01 level of confidence

** Significant at the .05 level of confidence

Chapter 10

An Approach to Theory Explaining Classroom Aggression

It can be argued, in view of the almost infinite variety of possible applications, that nothing else is as practical as an understanding of theory when dealing with practical problems. This view is not held, however, by some practitioners in the social sciences who view behavioral theory as something apart from or foreign to real people and their behavior. In fact, downright antagonism to theorizing is even expressed at times (Skinner, 1953). Such an attitude may be partly explained by the reluctance of many practitioners to devote the time and effort necessary to understand theory in all its complexity and seeming abstractness. But it must be said that such resistance is partially understandable in view of frequently over-involved, obscure, or esoteric statement of much theory. While extended definitions, new terminology, and complicated statements of interrelationships among variables may be essential to adequate theory, many current statements could stand considerable simplification if they are to have meaning and usefulness to any except those people who are thoroughly backgrounded, intensely interested, deeply involved in research, and immersed in formal theory development.

In attempting to develop a theoretical position which might specify meaningful relationships among factors causing aggression as observed in the school or in the delinquent facing a court of law, many scholars are inclined to be overly ambitious. They are unduly impressed by a commonplace, that virtually any and perhaps all past experiences or antecedent conditions in the individual's life could find expression in any given act committed by that individual. While the eventual, perfected theory of human behavior will perhaps be inclusive enough to take into account all relevant antecedent conditions as they interact with present circumstances to cause the single act, attempts at such omniscience are now perhaps wasteful. In view of the veritable dearth of data regarding aggression and established relationships of even the simplest sort, efforts aimed at these "break throughs" at complete theory are, it seems, premature.

At this stage of development, it seems more realistic to conduct research in such a manner as to develop reliable data which could serve as the raw material upon which a theory may be based. It is felt that theory construction in the social sciences should perhaps be concentrated initially in establishing relationships between broad, molar segments of experience and behavior. Once such consistencies have been developed, further research could take the form of refinement of these broad relationships, delineating various molecular aspects, or relating divergent areas of this sort to one another. This would appear to be the slow but inevitable course of sophisticated theory construction. This matter is well stated by Campbell and Stanley (1963, p. 203) in this manner:

> "The actual X in any experiment is a complex package of what will eventually be conceptualized as several variables. Once a strong and clear-cut effect has been noted, the course of science consists of further experiments which refine the X, teasing out those aspects which are most essential to the effects."

The Youth Study was concerned primarily with an exploration of the relationship of classroom aggression to some of its many correlates. Many hypotheses and several theories have been formulated in an effort to account for the development of aggression. First, some discussion will be devoted to the possible means by which the aggressive response occurs, and second, the manner in which the individual comes to be consistently aggressive and the circumstances which will elicit this behavior.

Origin of Aggressive Behavior

Aggressive behavior is generally considered to arise either from some instinctual or genetic state which is present in all human organisms or from interaction with the environment (Sears, 1961). According to the former view, there is an instinct to aggress in all men. This instinct may manifest itself differently in different organisms, different sexes, different levels of intelligence, or different environments. One man, born to affluence, may find expression of his instinctual aggression in a family business which he controls as a tyrant, while another may express his instinctual aggression in vitriolic essays. Still another might manifest this instinctual tendency through physical abuse of others.

The view which stresses interaction with the environment as the origin of aggression may emphasize the familiar frustration-aggression hypothesis (Dollard, et al, 1939) or may stress the role of learning in the acquisition of aggressive behaviors. The former assumes an inner dynamic which is motivational in nature. Failure, frustration or thwarting are thought to generate, in the organism, an internal drive state with specific power to instigate and sustain aggressive behaviors.

Thus the youngster who persistently fails to perform adequately in the classroom may come to perceive the teacher's continued pressure as a source of frustration. This frustration may then give rise to aggressive behaviors in which the child attacks other children in the classroom or performs other disruptive acts calculated to harass the teacher.

When learning is stressed as the determiner of aggressive behavior, a stricter behavioral orientation is possible. Internal states need not be inferred. Reinforcement concepts (Bandura, 1962) may then serve well to explain the acquisition of aggressive behaviors. The child who aggresses by threatening a brother or sister may succeed in getting his way and find the resulting state of affairs pleasant and reinforcing.

Thus, in the language of operant conditioning, the operant level of the aggressive behavior increases. The child begins to threaten more people more frequently.

Review of the literature reveals that the first appearance of aggressive behaviors may be attributable to at least six sources, occurring either singly or in combinations.

One of these sources involves children's learning through modeling their behavior after adults (Kagan, 1958). The models are usually the parents; and generally their examples and actions are such as to lead most children to reject aggression and other forms of delinquent behavior. The modeling process may occur both consciously and unconsciously in the development of the child. There are some (Bronfenbrenner, 1961) who feel that parental child-rearing practices are changing greatly, that fathers have changed their role in the home, that the children have a more affectionate and less authoritarian relationship with the father. It is also suggested that the mothers have developed an ambiguous position in the family with the resulting lack of a satisfactory mother image and maternal relationship with either the boy or the girl. One of these emphasizes the importance of imitation (Bandura, et al, 1963). The important people in an individual's life display many kinds of behaviors as they handle problems which confront them. By means of a gradual, accretive process, the child may come to duplicate these behaviors he has observed without a conscious awareness of how he came to have them in his response repertory. Rather than resorting to trial-and-error attempts in handling his adjustment, he attempts the behavior which he has previously observed in others. Some of these behaviors may be aggressive, hostile, or assaultive in character. A mother and father who engage in frequent verbal battles or even in physical exchanges should not be surprised when their offspring duplicates (imitates) the verbal assault or physical attack on other children when problems arise in his inter-personal relationships.

A second and somewhat related source of aggression is noted when the dominant person in a child's life is aggressive in character and the child internalizes all or large blocks of the values and behaviors of that individual (Bandura and Walters, 1959). The aggression which is internalized in this way may be a smaller part of a broad set of traits, many of which are not aggressive. Thus, for example, a youngster may internalize his father's derogatory, verbally aggressive behaviors in relation to school and teachers but also internalize his father's humanitarian behaviors towards older people.

A third source of initial aggression is that aggression may occur as a natural adaptive response to things which are truly threatening or are perceived as menacing to the physical or psychological self (Jersild, 1963, p. 201). The emergency theory of emotion suggests that fear readies the organism for defense which may be passive or aggressive. Thus, it may be natural for the organism to respond aggressively when faced with a threatening stimulus. The child who is attacked may fight back directly and aggressively because of a natural tendency to preserve or defend the physical self. Another child who is beset by a subtle verbal attack from a peer may also perceive the attack as a psychological threat and may lash out aggressively in defense of self.

The familiar frustration-aggression hypothesis in its original or modified form may be counted as a fourth source of aggressive behavior

(Dollard, et al, 1939). It suggests that when faced with failure or frustration, the individual will react aggressively. Other responses to frustration may also occur. These could take the form of regression, inhibition, or sublimation. But the most likely response for many individuals will be aggressive in character with one or more of these other three potential responses in a subordinate role. The child who is socially rebuffed or who fails in a game may strike out at the source of his frustration.

Constitutional psychologists offer a fifth possible source of initial aggressive behavior in their contention that certain individuals by the nature of their body structure are biologically predisposed to aggression. These are the athletes, the mesomorphs of Sheldon (Sheldon and Stevens, 1942). If such a position has substance, this would have some interesting implications in terms of genetically determined "inherited aggression." However, it seems more plausible to assume that the mesomorph's physical attributes generate consequences which are reinforcing when he displays aggression. He is strong so he succeeds or wins when he aggresses. His aggression works or pays off.

A sixth source of initial aggression might be termed "idiopathic" inasmuch as the behavior simply occurs or is emitted (Skinner, 1953) without specifiable source. In the familiar language of Skinnerian conditioning, this is the operant response. It is sometimes described as blind, random, or trial-and-error behavior. Speculatively, this behavior may be emitted in response to a need for stimulation. In all of these cases, it is emphasized that behavior, sometimes aggressive, occurs without specifiable cause. The child may simply hit another child without being able to account for the act. As knowledge accumulates regarding aggression, the use of this "idiopathic" classification will progressively diminish. It is a form of catch-all category for all behaviors that currently have no identifiable source.

Problems in Determining the Origin of Aggression

A major problem in determining the origin of aggressive behavior is that emotions, feelings, values, beliefs, and attitudes seem clearly to be associated with aggressive responses. This is the realm of affectivity or feeling. But researchers have often avoided consideration of affective variables, preferring to focus on overt behavior or on certain inner constructs related to aggression. Thus, aggression is treated as a unitary phenomenon in overt behavior or as an internal function. Nevertheless, in other contexts, one is likely to encounter frequent references to these affective functions apart from behavior or the unitary internal state. A child is described as (1) getting angry and (2) performing an aggressive act. Or an adolescent's aggressive discourtesy is charged to a generally hostile attitude which he possesses. A teacher verbally castigates a student and states it as a matter of value or belief that students who fail to complete homework should be so castigated. In all of these illustrations, an affective and separate component is implied. In reality it is sometimes thought that the emotion or affectivity gives rise to or motivates the behavior (Brown and Farber, 1951).

The measurement of aggression is actually often carried out with attitudinal scales - self-describing or mother-reporting-for-child instruments from which the researcher makes inferences about aggressive behaviors (Yarrow, 1963). This sort of measurement almost perforce implies an abstract and separate affective (and cognitive) activity as a concomitant of aggression. However, the researcher is often prone then to neglect the role of affectivity and cognition in describing his results. This is to say that the researcher reports directly as though he had observed behavior whereas in reality he has assessed a person's feelings about his own behavior or his attitudes toward self.

Aggressive behavior is also often conceived as arising in isolable units as responses to unrelated aspects of the environment. Thus, one may learn to aggress at faulty vending machines, Sunday drivers, and "strait-laced" school teachers. The Piagetian concept of "schema" may profitably be evoked to account for coordinated sequential systems of aggressive behavior (Flavell, 1963, p. 52). Thus, the typical verbal aggression a child displays in school in relation to the teacher may constitute one such system or schema. His aggressive behavior in the company of his peers outside school would constitute another schema. These schemas may provide a better basis for categorizing and understanding aggressive behavior than that afforded by a simple conditioning model which describes the acquisition of fortuitous bits of unrelated behaviors. The schema implies a systematic sequence which is often employed.

It may also be argued that aggressive behavior is too often narrowly conceived of as socially undesirable, cognitively inept, and emotionally undesirable. The biological concepts of adaptation and assimilation posited by Piaget (Flavell, 1963, p. 45) suggest that the organism is involved in a complex interaction with the environment and that some aspects of the environment change (adaptation) while others are changed by the organism (assimilation). There is no essential difference between biological and psychological interactions but the communication may be different. With reference to aggressive behaviors, then, it is seen that the child's aggression, possibly to a teacher, may change the teacher so that she can become a tolerated aspect of the child's life. This may mean that she is sufficiently intimidated by the child so that she does not constitute a threat, as the child perceives her (assimilation). Correspondingly, the original contact with the teacher, which was threatening to the child, may have produced changes in the child - a heightened tendency to aggress defensively - as an adaptation to a facet of environment.

Establishing the Aggressive Behavior Pattern

The learning or conditioning of aggressive behaviors must begin with an initial aggressive act. Any behavior which is learned must be within the individual's response repertory. The behavior may then act upon the environment in such a way as to produce consequences which in turn have an effect upon the subsequent occurrence of that behavior (Bijou and Baer, 1961, p. 11). If needs of the individual are satisfied, then there is a greater likelihood that this behavior will occur when he is confronted with similar stimulus conditions. If needs of the individual are not satisfied, or if punishment is forthcoming, or if the response elicits further frustrating stimuli, then this likelihood of recurrence under comparable circumstances may be diminished. Other responses would occur on subsequent occasions with their fate similarily dependent upon the consequences they engender. These are some of the major tenets of stimulus-response reinforcement theory. In conjunction with the revised form of the frustration-aggression hypothesis, it comprises the basic theoretical approach of this study of aggression. The concept of stimulus generalization shall now be elaborated.

Stimulus Generalization

The concept of stimulus generalization gradient (McGeoch and Irion, 1952) is used to describe the likelihood of a reinforced response occurring when the individual is exposed subsequently to identical and qualitatively similar stimuli. It could account for much aggressive behavior which occurs without apparent cause. The time-honored example of Albert and the rat (Watson and Raynor, 1920) is illustrative of this phenomenon of generalization as it relates to conditioning of fear or avoidance. In classical conditioning, two stimuli are presented in close temporal proximity. One of them has a reflex or previously acquired connection with a certain response, whereas the other is not an adequate stimulus to the response in question. Consequent upon such paired presentation of the two stimuli, usually many times repeated, the previously neutral stimulus acquires the potentiality of evoking a response very like the response provoked by the other stimulus.

In Watson's study, Albert, an eleven month old boy, was conditioned to respond by crying at the sight of a rat, through continual pairings of stimuli in the form of the sight of a rat and the clanging of iron bars. The cringing, crying, startle response, apparently an innate reaction to very loud auditory stimulation, became conditioned to occur to the stimulus of the rat which initially occasioned no such reaction. In addition, it was noted that Albert would respond in a similar fashion to stimuli which, though not identical to the rat, were qualitatively similar to it. A fur coat, human hair, a dog, or a bit of absorbent cotton, or a Santa Claus mask would lead to this response. The less similar the stimuli, the less likely the response. The less similar the stimuli, the less would be the magnitude of response when it did occur. This is referred to as a stimulus generalization gradient. For example, blocks of wood failed to elicit the response because of their marked dissimilarity to the original conditioned stimulus, the rat.

Miller and Bugelski (1948) studied stimulus generalization by means of a questionnaire which evaluated the attitudes toward Japanese and Mexicans. When the boys taking this questionnaire were forced to forego attendance at a movie because of their participation, it was found that they expressed increasingly negative attitudes toward these two minority groups. This may be interpreted psychologically as displacement of hostility and aggression from the experimenters to the members of these minority groups. Using the vocabulary of stimulus-response theory, it could be said that they were responding aggressively on the basis of a generalization from one stimulus (experimenters) to another similar stimulus (minority group).

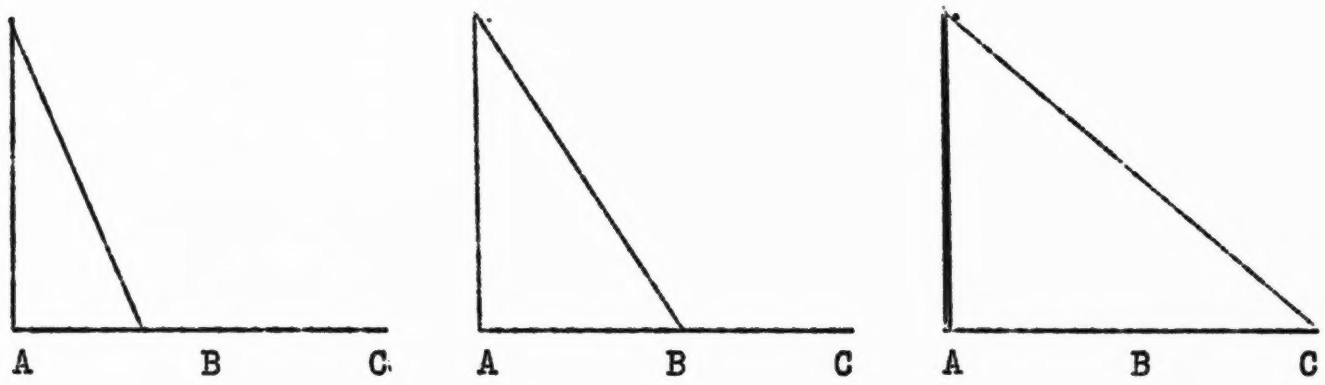
In the experimental laboratories, Miller (1948) found evidence to support this same thesis. Two rats were placed in a compartment, the floor of which was electrically charged. Shock was then introduced in such force as to occasion substantial activity on the part of these rats. Each time the rats, in their random gyrating movements, happened to approach one another on their hind legs, the shock was terminated. In short, assumption of the "sparring position" was reinforced by termination of a noxious stimuli. The process was continued until the animals not only would assume this position but would strike at one another. This behavior became learned because in subsequent stages of the experiment, the shock was terminated only after the rats struck at one another. Then in a later stage of this experiment, a small doll was substituted for one of the rats.

The remaining rat proceeded to strike the doll and to manifest behavior previously called forth by the presence of another rat. These findings were interpreted to mean that responses learned in conjunction with one stimulus object may be transferred or generalized to another stimulus but with a lowered likelihood of occurrence than with the original stimulus present. This would again indicate the presence of a stimulus generalization gradient.

The slope of this gradient is perhaps of particular significance in the conditioning and expression of aggression (Figure 10.1). If this slope is a sharp one, it would suggest that the aggressive response would be forthcoming only in circumstances very similar to the circumstances of the original conditioning. If the slope is flat, there would be a tendency for stimuli quite different from the initial stimulus to aggression to elicit this form of response. If the slope is very flat, then stimuli having only slight similarity would be capable of evoking this reaction.

Figure 10.1

Response Generalization Gradients of Three Different Slopes as Related to Three Different Stimulus Situations



Sharp Slope

Flat Slope

Very Flat Slope

Stimulus Generalization Gradient

A = Situation in which the original conditioning occurred.

B = Situation containing many but not all of stimuli of original conditioning situation.

C = Situation containing some of stimuli of the original conditioning situation.

There has been much research aimed at determining the nature of this gradient under a variety of circumstances. It is difficult to establish any absolute shape to this gradient. Of particular significance to this attempt to understand aggression, has been the finding that when the individual to be conditioned is under stress, or is anxious, the slope becomes flatter (Hall and Lindsey, 1957). If it can be assumed that unexpressed aggression will contribute to a state of unexpended inner tension, or anxiety, then it would seem that the more the tendency toward aggression, the flatter the aggression gradient. If an individual is consistently frustrated (frustration-aggression hypothesis), and the aggressive response is blocked, then it might be hypothesized that a tension system is developed as a need to aggress. If the preferred mode of response, gained either through suggestion or imitation, is blocked, a similar aggressive state emerges. This would very closely approximate the need to aggress as described by Murray (1938). The individual may seek out situations which satisfy this need.

This flattened response generalization gradient for "need aggressive" individuals has some important implications. A person so designated will respond aggressively in circumstances which may be extremely dissimilar to the original aggression-provoking learning situation. The frustration gives the force and the prior learning gives the direction to the aggression. In its extremity, one could conceive of a gradient so flat that virtually any situation would occasion an aggressive response. Let us take, for example, Roy B., who is exposed to extreme unrelenting discipline by his father. He is allowed little personal freedom. What he does do often meets with extreme censure in the form of punishment, to say nothing of lack of positive reinforcement. His needs to respond aggressively toward his father are extremely great. He is denied the opportunity to express this aggression. When confronted with school, he encounters a circumstance which is qualitatively similar to the father and the home situation in many ways. For the school invokes discipline, has an authority figure, makes demands, and imposes its own frustrations. It is not at all surprising that in these circumstances, the individual, in effect, transfers unexpended aggressive responses to this new situation (Figure 10.1, Situation B) which has so many elements of similarity to the old (Figure 10.1, Situation A). If he has verbal facility and intelligence, his aggression may take the form of sarcasm, humor or excessive zeal to achieve. If he lacks these qualities, his expressions might be expressed in a coarser, perhaps physical fashion. If his frustration and consequent needs to aggress are sufficiently great, a very flat slope is hypothesized, so that a set of circumstances only remotely similar to the original conditioning circumstance might elicit the aggression (Figure 10.1, Situation C). As an example, Roy might become involved in a bottle throwing incident at a baseball game. The umpire, charged with responsibility for the orderly conduct of the game, may remind him of or symbolize the authority of the father. This similarity channelizes the need to aggress; and the umpire becomes the focus for its expression.

In another example, George R. is confronted by an equally demanding and restrictive father. The aggressive needs elicited by his father are also denied direct satisfaction. He, however, as opposed to Roy, takes advantage of acceptable opportunities for expression of aggression through contact sports and other forms of rigorous athletics. Such behavior diminishes his need to aggress. Hence the slope of the aggressive stimulus gradient in this circumstance was sharper. The classroom situation which was qualitatively similar in many ways to the original circumstances is also different in many ways. With the gradient a sharp one, George is less likely to carry over or transfer responses. Since school is perceived as a new and different circumstance, his reactions are more dependent upon it as a unique situation than upon his prior experiences. He is even less likely to express aggressive responses in situations which are even more dissimilar to the original conditioning, such as the baseball game. In short, George is able to make a discrimination that is denied to Roy.

Predisposition - Precipitation - Probability

The following represents an attempt to relate some of the thinking involving probability to the commission of socially disapproved behavior and for being apprehended for having done so.

The commission of socially disapproved behavior probably represents the end result of a complicated interaction between the predisposition of the individual toward the commission of the act and the precipitating circumstances noted immediately prior to its commission. Four examples of these interactions will be discussed.

Figure 10.2

Four Classifications of Aggressive Behavior as Resulting From Differing Combinations of Predisposing and Precipitating Circumstances

Precipitation of Aggression

		Present +	?	Absent -
Predisposition Toward Aggression	Present +	Type 2 ++		Type 1 + -
	?			
	Absent -	Type 4 - +		Type 3 - -

For illustrative purposes, take an example of an individual who theoretically has strong predisposition toward aggressive behavior but who is operating in a circumstance relatively free from circumstances which might trigger this socially disapproved reaction (Figure 10.2, Type 1). This might be considered a protected individual. The members of society are protected from his disapproved behavior and he is protected from the reactions of a society to this form of behavior.

A second example may be selected which involves an individual with a strong predisposition to aggressive behavior who is operating under precipitating circumstances which are likely to call forth the act (Figure 10.2, Type 2). The likelihood of a commission of this socially disapproved response is great.

A third type may be found in an individual who is not predisposed to disapproved behavior but is in a precipitating circumstance which is most likely to bring forth disapproved actions (Figure 10.2, Type 3).

A fourth type would be the individual who is not predisposed to aggressive behavior and who finds himself in circumstances not likely to precipitate such behavior (Figure 10.2, Type 4). In this circumstance it is highly unlikely that any disapproved behavior will manifest itself.

The aforementioned combinations of precipitation and predisposition are roughly those that serve as the basis for making judgments relative to the disposition of individuals brought before the courts for transgressions against the societal laws. Type 4 is not likely to be seen in courts of law. Type 3 is the sort likely to be put on probation because there is thought to be only slight probability that this misbehavior will recur. Implicit in this is the notion that the reasons the individual has engaged in this activity are fortuitous and not likely to recur. Type 2 would be comprised of individuals who are most likely to be sentenced. In fact, the sentencing might result in an individual in Type 2 joining those individuals in Type 1. They become individuals within a corrective institution where they are not exposed to circumstances which might precipitate the aggressive acts in open society.

From the foregoing, it would appear that the likelihood of a disapproved response coming forth would be a function of the strength of the predisposing and precipitating circumstances. In a very rough way the relationship between them might even assume the form of a multiplicative function. Complete absence of precipitation even in combination with tremendous predisposition could not eventuate in the disapproved act. Similarly, even the most favorable precipitating circumstances in combination with complete absence of predisposition towards such activity would deny the forthcoming of such a response. It would also seem that these extremes occur very rarely if at all. The areas in between would prove challenging and intriguing for the person trying to evaluate the problem through such a categorizing procedure. Both predisposition and precipitation must be present if the misbehavior is to occur. Understanding the disapproved act requires an adequate assessment as to the relative contribution of these two general factors in its commission of the act.

It is believed that the above framework used in conjunction with the concept of stimulus generalization, could be helpful to the teacher in thinking through the problems occasioned by the youngster in the classroom. The attention could then be taken away from the disapproved behavior *per se* and centered upon the circumstances which brought it forth in the classroom and the psycho-social factors in the individual's development which constitute the basis for the predisposition to behave in this way.

As an example of this, let us take a boy who has just been apprehended writing some obscenities about his teacher in a note to a friend. The boy has used a lot of "dirty" words and substantial numbers of crude drawings to illustrate his point. The reaction of the teacher to this matter becomes very crucial at this time. If he accepts this student's actions at face value, his reaction might be retaliative, punitive and aggressive. He might take this as a personal affront and react quite emotionally. This might be appropriate, but again it might not be. Studied evaluation of the predisposition and precipitating circumstances might yield information which would lead to different and potentially more helpful responses on his part. Perhaps, in his evaluation, he finds that the nature of the home circumstance is such that the boy is deprived of love and attention. His father resorts to strict and uncompromising discipline. He will tolerate no form of "back talk" from the boy. The father uses extremely foul language and the mother can match him oath for oath. At times, some of the obscenities may be used to convey affection between the two parents. At any rate, words of this sort are part of a usuable vocabulary for this boy. He has learned to inhibit them under most circumstances but they are never far from conscious expression. To this child, the vulgar language may convey no greater meaning than would be demonstrated by another child who sticks out his tongue. This "attack" upon the teacher might constitute an expression of aggression which was denied when directed at the father. Something of stimulus generalization may then be noted. The teacher as an authority figure like the father, may become the stimulus evoking aggressive behavior even though he has done nothing to justify such a reaction. Evaluation of the circumstances precipitating the act could be of similar significance. The teacher may have failed to greet the boy enthusiastically enough that morning. The boy may have interpreted this as a rejection on the part of someone he admires. The teacher may not have realized that something of this sort had taken place. But in the eyes of this boy, the affront may have been great indeed. Looking at this situation from this vantage point of knowing the precipitation and predisposition, what was an unconscionable act now becomes an act demonstrating appreciation, if not affection, for the teacher. A punitive approach dictated on the basis of the *personal reaction* of the teacher to him could do inestimable damage to a boy who may have too many problems already. The *professional reaction* involving full and dispassionate evaluation based upon a theoretical position involving predisposing and precipitating factors, could be very helpful to this boy.

Summary

This chapter has been a brief effort to explore theoretical and research-oriented concepts related to aggressive behavior in social settings, particularly aggressive behavior of students in school. Aggression is first and foremost a social behavior phenomenon which has endless implications for interpersonal relations. But mere study of the behavior as such is not enough. It is necessary to examine the class of behaviors which are aggressive in relation to other classes of behavior, to try to determine the causes of aggressive behavior in the psychological nature of the person and to try to find ways to deal with human behavior to forestall those aggressive behaviors whose ramifications are essentially negative or harmful. The discussion in this chapter of aggressive behavior has been guided by such larger concerns.

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Chapter 11

Summary and Overview

In a very real sense, this chapter represents an attempt at what is virtually an impossible task. It is a summary of the results, discussions, interpretations, and recommendations to which hundreds of pages have been devoted in the other chapters. In such an encapsulation, there lie several hazards both for the writer of the summary and for its reader. To the writer, such a task imposes a tremendous responsibility to distill in a reasonably concise, readable, and unbiased fashion, substantial elements of the sum and substance of the research effort. In so doing, he must be constantly mindful that this chapter may very well be the only one which is read by a good many readers. Compression of findings in this fashion may well lend an aura of superficiality to the report, which almost inevitably courts the critical "what does this research tell me that I didn't know before" response from the reader. On the other hand, undue detail defeats the purpose of summarization.

The reader as well must be aware of his obligations in reading a summary of a research effort of this magnitude. He must be wary in his reading. He must place confidence in the findings only insofar as they are defensible on the basis of research evidence. He must not be overly impressed by condensed results which appear to conform to his own point of view. Nor should he center his attention upon those statements which appear to contradict his ideas. He should not respond solely to those segments of the findings which have "general interest", or controversial appeal. He must study and he must re-study, if the report is to be of maximal usefulness to him. This chapter is to be viewed as a condensation and as a sampler. If some finding or suggestion gains the attention of the reader, his ultimate judgment regarding it can come only through a thorough study of the entire report. A broad report must be studied broadly.

The focus of this study has been the children identified by their teachers as manifesting consistently "approved" or "disapproved" behavior in the classroom. Intensive evaluation of their personal backgrounds and activities suggests that it might be appropriate to refer to these two groups as the "advantaged" and the "disadvantaged" children. It has been demonstrated that there are marked psycho-social differences, in terms of advantage between these "approved" and "disapproved" children which very likely have affected their past experiences, assert impact on their present functioning, and may have a profound influence upon their future lives.

In this study, the paramount importance of the family in the child's life was reaffirmed. Strong relationships were demonstrated between classroom behavior and various facets of the family life with which the child is and has been associated.

As contrasted to the "approved" or "advantaged" child, the "disapproved" child in general is found to grow up with the following familial "disadvantages":

1. The discipline by the father is either lax, overly strict, or erratic.
2. The supervision by the mother is at best only fair or it is downright inadequate.
3. The parents are indifferent or even hostile toward the child.
4. The family members are scattered in diverse activities and the family operates only somewhat as a unit or perhaps not at all.

5. The parents find it difficult to talk things over regarding the child.
6. The husband-wife relationship lacks closeness and equality of partnership.
7. The parents find many things to disapprove of in their child.
8. The mothers are not happy with the community in which they live.
9. The parents resort to angry, physical punishment when the child does wrong. Temper control is a difficult problem for them at this time.
10. The parents believe that they have little influence on the development of their child.
11. The parents believe that other children exert bad influences upon their child.
12. The parents' leisure time activities lack much of a constructive element.
13. The parents, particularly the father, report no church membership. Even if members, their attendance tends to be sporadic.

These statements constitute the bold strokes which paint the composite picture of the disapproved child's family. Probably no family of such a child would be described in all of these terms. Nor is it likely that many families of approved children would be completely free from these disadvantages. It seems likely, however, that the more often these features are noted in a child's family, the more likely there is to be aggressive behavior in the classroom. It might be said that these "disadvantages" are associated with the development of a predisposition toward classroom aggression. These areas of family difficulty reverberate and manifest their results in the classroom.

In the theoretical framework in which this study is operating, these "disadvantages" would constitute the source of aggression-eliciting frustration for the child within the home which might well be generalized to the school. The school thus elicits aggression because of its qualitative resemblance to the frustrations of the home. In addition, the school imposes its own demands and frustrations upon the "disadvantaged" child which may in turn generate more aggression to be expressed in the classroom and elsewhere.

It is certainly beyond the scope of this study to do more than speculate as to how these "disadvantages" came to be. This would seem to be a most appropriate area for further intensive and specific research. It seems reasonable, however, to suggest that the nature of the family reflects the personalities, attitudes, ideals, and happiness of its individual members. Speaking generally, it would seem that uncertainty and indecision seem to be characteristics of the disapproved parents. They tend to deprecate their influence on the development of their child. They are inclined to assign responsibility for his actions to others. Those who indicate church attendance do not always attend as regularly as might be expected. In many instances, they do not appear to provide meaningful models which the child can use as a point of reference in his own behavior development. In many cases, it may be "do not as I do, but as I say." The influence of these parents seems to take the form of much "don't" or "don't care" but very little "do."

It is of interest to mention the relationship of parental occupation and education to the family's relationship to classroom aggression. Parents with low occupational and educational level are likely to have children with such aggressive problems. It seems that lower educational level generally impels the individual into lower occupational levels. These lower type jobs, with all their consequent fatigue, poor economic present and future, boredom, and lack of personal reward, would exaggerate existing personality problems within the home and hence directly influence the home atmosphere in an unhappy fashion. On the basis of our findings, the conditions of living in the rural areas would seem to be particularly conducive to the development of these "disadvantages." Speculatively, it would seem that the deprived socio-economic circumstances and minority status might operate in a similar fashion to set the stage for family turmoil and frustration which in turn facilitates the development of aggressive tendencies in its members.

As compared to "approved" or "advantaged" child, the "disapproved" child tends to manifest the following characteristics, most of which work to his "disadvantage" in competing effectively in the classroom and presumably elsewhere:

1. The child is argumentative and aggressive in the classroom.
2. The child is apt to have low or only average intelligence.
3. The child is likely to have a low opinion of adults, including teachers, and is sometimes harsh in his evaluation of them.
4. The child, particularly if a girl, rejects its parents as models for its behavior.
5. The child is oriented toward the world outside the classroom.

Once again, it should be pointed out that no two disapproved children manifest their aggression in exactly the same manner nor to the same degree.

Neither does each one demonstrate all of the above mentioned characteristics involving inadequacy, aggression, and attempts at escape. Nor would it be likely that many "approved" children would be completely free from these "disadvantages." But these "disadvantages" when present are likely to be extremely self-defeating in the classroom to the student possessing them.

In view of these aforementioned substantial differences between the approved and disapproved groups in terms of familial-personal "advantages" and "disadvantages" it is of interest to find such modest differences between these groups on the personality tests. The differences between the approved and disapproved are extremely slight during the early grades, but are becoming substantial by the ninth grade. These findings suggest the development of a self-concept involving aggression. It may be that aggressive or non-aggressive tendencies become substantial, stable elements of the individual's personality after he has been in school some time.

The early misbehaviors of the classroom aggressors may be reactions based mostly upon the formal similarity of the classroom to home and its frustrations. These reactions result in further difficulties for the child which in turn make the classroom *per se* a more and more likely source of frustration for the child. A form of vicious, downward spiraling cycle may thus emerge. In time he may become identified more and more with other disapproved youngsters and less and less with students who conduct themselves in an approved manner. He may come to regard himself as unruly, disruptive, tardy and so forth. He will seek out the company of those other students who share a similar designation. Over its period of development, this reactional pattern becomes more and more a part of the personality or stable behavior pattern of the disapproved child.

For the approved or advantaged child, a similar process is occurring, although in the opposite direction. He is less likely to have much in the form of frustration in the home. He has less aggression to express. The likelihood of generalizing in his aggression to the school is slight. He comes to school better prepared to meet its challenges. He profits from his academic experiences and gains some satisfaction on this basis. His emerging self-concept is described in the terms of approved behavior. He looks at himself in terms of these favorable words. He is less likely to engage in behavior which is contrary to this developing self-image, for to do so might result in his having to relinquish favor and prestige. He seeks out other individuals who would be described in similar terms. All of these forces and experiences tend to impel the approved children into common experiences with one another.

Thus, both approved and disapproved children find themselves exposed to increasingly different environments and experiences which over a period of time will become manifest in different personality patterns. The results of this study suggest, if this point of view has substance, that remediation might best be attempted in the early grades before these self-concepts and personality patterns become stabilized. Depending upon the personnel available and the nature of the problem involved, the responsibility for initiating changes devolves upon teachers, clergy, psychologists, social workers, or guidance counselors.

If one grants the need for early intervention and uses the frame of reference of this study, help for the classroom aggressor might take the form of helping to alleviate aggression-inducing frustration within the home or the classroom. Extended contact with the parents might be appropriate in alleviating the relevant difficulties within the home.

The role of the church might also be substantial in this regard. If these sources of frustration within the home cannot be reduced materially, then it might be necessary to concentrate on the classroom and facilities outside of the home. Attempts might be made to offset the aggressions engendered in the classroom by helping the child to experience success and satisfaction therein and allowing him to express these aggressions in an acceptable fashion.

In working with a classroom aggressor, the interested individual would find it helpful to know the nature and significance of the disadvantages which are influencing the child. The findings of the Youth Study would appear to constitute a substantial basis for directed investigation. The study offers a check list of psycho-social factors likely to be important in understanding the causes of a child's behavior. In each case the investigator would have to assess the relative importance of the underlying factors.

In evaluating the significance of this research, it is suggested that an overview of the child's total functioning would be most helpful. (Research evidence which focuses on a single isolable aspect of the child's life may afford no understanding of the larger molar units of behavior which are of practical concern.) Research may be viewed as significant if the findings have practical value in this study, if the results are helpful to the practitioner who is trying to work with the problem of aggression in the classroom.

The significance of research may also be evaluated by the extent to which reliable data is developed which will inspire and serve as the springboard for further research. Is it a step in this long journey toward a better understanding of children? In this research, the demonstration of general relationships of psycho-social factors to classroom behavior immediately suggests at least two additional areas of study: 1) Which of these factors, either singly or in unique combinations, are related to particular forms of classroom misbehavior? What, for example, is the kind of family circumstance most likely to be characteristic of a child who manifests his aggression verbally as contrasted to those of a child who expresses his aggression in physical ways? 2) How did these familial "disadvantages" come to be and what do they actually represent? For example, if overly-strict father discipline is related to classroom aggression, what gives rise to it? In one case, such excessive discipline could represent action that he "knows" is the best way of proceeding to help his child. In another case, it could represent a belief that he must proceed as his father had before him. In still another, it might represent a pathetic effort to control an unhappy home situation which was threatening to him personally. Knowledge of the origin and meaning of the psycho-social factors associated with aggression is important if the classroom aggressors are to be helped most effectively.

It seems abundantly clear that the problem of classroom aggression is so serious and widespread as to justify research which will lead to increased understanding regarding it. However, if as has been suggested, there is a relationship between classroom aggression and school dropout and juvenile delinquency, the importance of and urgency for research in this area is increased enormously.

Chapter 12

To The Parents

In conducting this study, the research team has relied heavily upon parents to a very large extent in the accumulation of the data. In general, the parents were very cooperative and gave freely of their time. They answered many questions. Without them, the study could not have been completed. It would seem that having done their part, they are now in the position of asking a very important question: In what way do these results relate to me and to my children? In terms of specific recommendations regarding specific participating families, the answer comes through forthrightly: They do not. Elaborate precautions were observed so as to insure the anonymity of the parents and the children. Accordingly, no action was ever contemplated in terms of what was found about a particular child and his family.

Nevertheless, it is believed that these participating parents did profit from the experience in a variety of ways. Many reported that the interviews and questions were pleasurable and interesting. Some suggested that they begin to think about areas involving themselves and their children. that they had long neglected. Others said they welcomed the opportunity to talk to someone who was interested in them and their children. Some who were having marked problems felt impelled to seek out assistance after they had been interviewed.

However important the above considerations might be, there must be more if the demands made upon these parents are to be justified. To evaluate thoroughly the importance of the research results to parents requires some background considerations and some thought. These parents must be viewed as representative of parents generally. The question then becomes: How can parents generally use the results of this study to do a better job in raising their children? It is believed that if parents are to gain a proper perspective for interpreting the significance of this research, they must consider the sources of information currently available to parents seeking assistance in the raising of their children.

From their first contacts with the child after birth most parents want to behave in ways which will start their child out right. What is the basis for their action? Sometimes it consists of a response dictated by the personality of the parent gained through his or her lifelong experience as a human being. In other cases, this response is modified by the parents' dependency upon authority. Authority may take many forms: grandparents, other relatives, friends, popular magazine articles, the talks and writings of experts in the field of child care. At times, these authorities complement the natural responses of the parents; they feel more comfortable and assured in their actions. At other times, the advice may run directly counter to this natural response. Some parents become so impressed by this disparity that they reject the advice and proceed on their own, even though perhaps vaguely troubled by the possibility that they might not be doing "right." Others might reluctantly select the advice which is least incompatible with their personal point of view. Others, more fearful of their own inadequacies, may actually adopt suggested patterns of behavior which are almost completely incompatible with their characteristic, natural response. They behave toward their child not as they feel, but as they think they are supposed to feel. As a result, they become akin to automatons in these important family relationships. Some parents have never given much thought to the identification of specific sources of their points of view, assuming that what they do is obviously correct and appropriate. Some, particularly the more conscientious parents, have devoted considerable time and effort in attempting to determine the best means of raising their child. They may have studied childrearing guidance books and Dr. Spock, and other perennial favorites providing information of this sort. Friends, relatives, and neighbors may have been relied upon to varying degrees. Advice-giving columnists constitute another source and they may not have been helped. What they have tried may not have worked out particularly well.

This has been a problem which has bothered members of the research team for a long time. Why have the concerned parents not been able to get reliable, meaningful information and advice regarding their children? In their capacity as "experts" at in-service conferences for teachers or PTA meetings, the members of the research team have been asked direct and highly explicit questions as to how parents or teachers should proceed in various situations with their children or students. The answers which were forthcoming were not always satisfactory to the listeners nor to the speakers. This has been the subject of a good deal of thought and self-contemplation on the part of the researchers. Their concern has been further accentuated by the fact that this is a day and age when all too many people are willing to give advice and counsel. It takes little to make recommendation as to what someone should do. However, it takes much in the form of study, training, and genuine humility, to talk to people about their problems in a professionally defensible way. It is a lamentable fact of life that the caution, admission of ignorance, and general uncertainty expressed by the professional psychologist is often interpreted by parents and teachers as shilly-shallying or downright incompetence. The soothsayer, whatever form he or she takes, who comes up with an answer, is often accepted as an authority even though there is rarely any check as to whether or not the suggested solutions really work.

Why is there this reluctance on the part of the psychologist to satisfy this need---to fill this void? In large part it is because the psychologist knows full well how little is really known about the infinite complexity that is the human being. He realizes that the basis for many of the pronouncements has been the experience of psychologists and psychiatrists with extremely disturbed patients. As an example in this connection, let us take the area of discipline. Much of the writing of experts in this area emerges from contacts and concerns with cases resulting from the extremes of loose and strict discipline. The generalization of these observations to nonextreme groups is a perilous thing. For example, in his vivid description of the shy, withdrawn, possibly psychotic child, the expert infers that this condition may have resulted from excessive, cruel discipline. But it should be borne in mind that the expert is probably talking about strictness of the sort which is unknown by most people. Cruel, sadistic, and prolonged insistence that the child adhere to every whim or requirement of the parent is what might be meant. This reliance on a single case may form the basis of the expert's pronouncements regarding discipline. The activities of most parents, however, come nowhere close to this extreme. But the concerned parent, who believes that a spanking is in order, remembers the expert and the stated, horrible effects of strictness. He withholds this form of discipline even though it might be most appropriate. Or he may carry through with it and experience much guilt as a consequence. Pronouncements, by experts, well intended though they may be, may thus actually cause more trouble than they alleviate. It is a real possibility that the apprehensions of concerned parents are magnified unnecessarily by the reading of many psychological books and magazine articles. It seems unlikely that the parents who served as the basis for such pronouncements, that is, those who represent the extreme cases, would read these articles. The readers are predominantly the concerned parents who would probably be doing a pretty good job of handling their children if they had never heard of a psychologist nor read a book on the subject. This is not to suggest that the lives of these families would consist of unending idyllic bliss. They would undoubtedly have troubles that would be resolved with varying degrees of success. The circumstances could undoubtedly be improved, but few real catastrophes would occur. But it seems a distinct possibility that parents such as these, when they read this psychological material, may get quite unsettled and frightened. As a result of this, these parents may try out new methods which are foreign to them and their characteristic ways of behaving. Thus, the parent may not punish even when he believes punishment necessary. The contrived, unnatural, and uncertain nature of his action may then be such as to lead to behavior in the child which would justify the parent's serious concern.

It should be stated forthrightly, that expert opinion, even from professionally competent and highly conscionable psychologists is a sometime thing. Experts differ from time to time, and from one another at any given time. One of the reasons for this is the fact that the tremendous amount of basic research necessary for a consistent point of view has not been done as yet. Many of the studies which have been done constitute a real, if small, contribution, but systematic studies building upon the results of preceding ones have been few and far between. Without firm and factual information, expert opinion rests to a large degree upon the position, personality, and personal view of the individual expert. If he is eloquent or forceful in his presentation, or if he has political skills to insure that he will be heard by many people, then his opinion will be accepted. The offering of a less eloquent, submissive individual would be lost in the shuffle.

A review by Wolfenstein, in the Journal of Social Issues (1951), demonstrates vividly the changes in opinion and recommendation expressed by experts over a period of time regarding child discipline practices. Review of these statements or pronouncements by experts in different periods makes one wonder whether the same kind of children are being discussed at the different times.

With this background in mind, it is possible to turn to the recommendations or suggestions deriving from this study which might be helpful to parents. These will not be final answers. These will not approach being final answers. The importance of these findings lies in large part in their potential contributions to this ultimate knowledge. To use this information at this time in a meaningful fashion, the parent must be impressed by its tentative nature. The results constitute the basis for consideration of alternative courses of action, some of which the parents may never have considered before. If they feel they have a child who is getting into consistent difficulty in the classroom, they are in the position of being able to focus their attention on psycho-social factors which have a demonstrated relationship to this type of problem.

The following suggestions to parents are beyond individual "expert opinion"; they are ones which can give significant direction in developing the most appropriate course of action.

General Recommendations:

1. First of all, it would seem that the parents should consider the teacher as a potential ally in helping their children. This may seem obvious, but there is some suggestion that many parents are inclined to find fault with the teacher. They see the teacher as wholly or greatly the cause of their child's problems in the classroom. While it is sometimes appropriate to put the blame on the teacher for the child's difficulty, the research results of this study strongly suggest that the child who misbehaves consistently in a given classroom would probably do so in most classrooms.

2. Parents must accept the possibility that they themselves may contribute to their children's problems. That is, the cause of a child's behavior problems in school may be chiefly in things his parents say or do.

3. By careful study of the results of this study, some parents may be able to identify ways in which they, in their own behavior, are contributing to their child's problems.

4. Parents must understand that admitting the possibility that they themselves might be a cause of their child's classroom difficulty should not carry with it any stigma or shame.

How Parents Shoud Proceed

Parents who decide to study this report may first find certain ideas or conclusions about how they get along with their children. They may then proceed to learn more about their child by obtaining further information about his behavior away from home. Conferences with the teacher, school counselor, Scout leader, and other adults with whom the child comes into contact might be arranged. To a great extent it is the parents' responsibility to create an atmosphere in the conferences which will permit open and truthful description of the child's behavior. They should attempt to find out how the child acts on specific occasions. They should not accept amateur psychological observations liberally couched in such jargon as "extrovert." "introvert," "inferiority complex," "rationalization," "plenty of ability," or "seeking attention." They should ask instead, specifically what did the child do, what did you do?

Parents might also wish to share their own views or observations with one another. The findings of this study indicate that often parents do not discuss their child's problems with one another.

Finally, parents should listen to their child as he describes himself and his behavior. He should be encouraged to be frank. Immediate evaluation or moralizing as the child proceeds should be avoided. Parents can learn a great deal by listening.

Through using all of the above, parents might identify the persistent anti-social or disapproved behaviors which characterize the child. What are the chief problems in terms of overt acts or behaviors, not in terms of attitudes, feelings, or other psychological generalities.

Next, parents should seek out from this study and other reliable sources, guidance or ideas which might be helpful to them. These ideas should be examined carefully. Do they seem to fit the problems of the individual child? If they do, the parent must then try to decide what he will do on the basis of this knowledge. Now the parent should enter into a trial period in which he might try to change his own behavior as a parent and hopefully change the child's behavior. He will continue to watch his child's behavior to see if changes begin to occur. If after weeks or months, the child's behavior does change for the better, he may conclude that the ideas he adopted were good. If no changes are produced, he or the experts may have been wrong or perhaps he had not "sized up" his child's problems properly.

The Child in Question

In this research the primary focus has been on children who have displayed disapproved behavior in school. They have been studied largely through comparisons with children who are highly approved, model citizens in school. The group studied included equal number of boys and girls; third, sixth, and ninth graders; approved and disapproved; and urban and rural children. The disapproved child was described as one who persistently disrupts class, bullies others, has temper tantrums, is overly dominant, is often tardy or absent without excuse, talks back, lies, is cruel, is quarrelsome, sullen rude, defiant, resentful, steals, is destructive, uses profanity or obscenity, fights with other pupils, or is deceptive. Here it should be emphasized that the disapproved youngster described in this study persistently displayed at least two or more of the above behaviors in the classroom and that the behaviors were noted and reported by a teacher. The parents are urged not to overgeneralize and try to apply these results to youngsters who have displayed other kinds of behavior problems.

Guidelines for Parents

The ideas presented here are discussed as research results in Chapter 6. Here they are presented as guidelines for parental action. Only one or some of these ideas might fit an individual child and his parents. Many will simply be irrelevant.

First, and perhaps most important, is the finding that the disapproved child's parents do not regularly talk over problems regarding their child with one another. The suggestions above on how to proceed clearly call for an unemotional, objective talking between the parents and with other concerned individuals. Accusations of one parent against the other or by parents against the teacher will not help the child. Only through discussions between parents and of parents with teachers and others will it be possible to determine accurately what a child's behavior problems are. Whenever such discussions become subjective, evaluative, or emotional, it might be best to defer the talk until a later period.

Our next finding was that parents of disapproved children voiced considerable disapproval of their children or they were sometimes hostile or indifferent to their children. Now, which comes first, the child's bad behavior or the parents' disapproval? This is an interesting and potentially revealing question for the parents to ask themselves, yet the major point may be that parental disapproval, except only occasionally, does not help a child solve his problems, it does not produce new and correct behavior. In general, all children need to be loved and accepted. The parent who voices too much disapproval withholds an essential element for emotional growth of the child. Furthermore, the disapproval may simply add to an already overwhelming burden of disapproval which the child faces in school and in other quarters. The rule might be to disapprove sparingly and quietly, but in general reveal love and acceptance.

Closely related is the finding that the disapproved children did not feel close to their parents. If the parent disapproves of him too much, too often, it is inevitable that the child will come to feel less close to the parent. If signs of this lack of feeling of closeness can be seen in the child's behavior, the parent obviously must seek to restore the closeness. Through approval and affection as noted above, the bond of closeness may be re-established.

Also related to the above was the finding of a lack of cohesiveness, of doing things together, in the disapproved child's home. This cohesiveness would consist of joint recreations, joint projects, commonality of beliefs, and strong bonds of affection among all family members. Much of this cohesiveness seemed to be missing in the families of disapproved children. Individual family members were often found to go their own ways and to feel little allegiance or affection for the family unit. As has been said in another context, "A house divided, is a house against itself."

The parents of disapproved children were also found often to have a relationship in which one parent asserted a clear or strong superiority over the other. Parents of approved children, on the other hand, were more often characterized as enjoying a close equalitarian relationship. In the homes of some disapproved children, the mother was dominant, subservient, or she went her own way and disregarded the father. All of the latter three routes would be considered undesirable. A close equalitarian relationship would, of course, be the product of mutual respect and reciprocated love between the parents. Achieving the close, equal relationship will apparently pay benefits in relation to the child's behavior.

Fathers of disapproved children were often noted to be overstrict, extremely lax, or erratic in the way they disciplined the child. The overstrict father was often guilty of setting too high standards, punishing too severely, or scolding too frequently. The lax father showed little concern for the behavior problems of his child. The erratic father was sometimes strict and sometimes lax. Fathers of approved children were found to be consistent, quite firm, and kind in the administration of discipline. Apparently the approved child's father could discipline in a way that revealed no hatred nor loss of love.

The supervision of the disapproved child by the mother was more often found to be unsuitable. That is, she was not consistent nor thorough in watching over the youngster, directing his activities, or knowing where he was. The disapproved child's mother often left him to his own devices without guidance. Some of the mothers of disapproved children also left the child in the care of an irresponsible person. The essential elements of mothers' supervision seems to be first of all knowing where the youngster is at all times and secondly offering guidance or direction to the child in wholesome or productive activities.

Fathers and mothers of disapproved children were often noted to have less education and to be employed in lower level occupations. These are, of course, situations which cannot readily be changed. However, the parent who has less education, for example, those who have not graduated from high school, might be inclined to ask whether his lack of education or his occupation is in any way viewed by himself, his spouse, or the child as something that makes him less worthy of honor or respect. It seems likely that many parents are guilty themselves of criticizing their employer, looking down on their own job, and urging the child to seek more education and some other kind of employment. The net result may be that the child is inclined to look down on his parent as well as the job the parent despises. While it may be difficult, the parent should perhaps try to focus on the value of whatever education he has enjoyed and the good features of the job he holds.

Many of the disapproved children had less ability to do well in school than did the approved children. This is to say that they could not learn as easily or as rapidly, as many of the approved children. The present researchers assumed that this lower ability made school harder and often produced failures for disapproved children. Thus, the parent of such a child might choose to scold less when his child had troubles in school and to seek ways to help him. All should beware of the teacher or counselor who announces that the child has plenty of ability if he will but apply himself. Often this child needs much in the form of enlightened assistance. The child who is having trouble in school and who gets no help may fight back at the school, the prime source of his woes.

The guidelines and recommendations offered in this chapter will hopefully provide some assistance to all parents who are concerned about the most adequate development of their children. The findings will be reassuring to many parents as they experience these day-to-day relationships with their children. They will have some evidence that what they have been doing is "right." But the findings and suggestions should also be particularly pertinent to parents who believe their child is expressing himself aggressively in his school. These parents can give their attention to those parts of family life which are related to classroom aggression and can thus more intelligently begin a course of action which will be of help to the positive growth of their child.

Reference

Wolfenstein, Martha "The Emergence of Fun Morality" Journal of Social Issues, 1951, 7, 15-25.

Chapter 13

The Teacher's Role - Present and Potential

For some time the demands being made upon the classroom teacher in our schools have been increasing. The psychologist would like to have teachers become much more knowledgeable in the areas of mental hygiene and emotional adjustment of students. The sociologist wants the school to assist in improving the social and economic life of the classroom and community. The educational technologist urges a new emphasis on methods of instruction, mechanical devices, programmed learning, television, and many others. Particular academic disciplines, biology, mathematics, English, social studies and foreign languages, are stressing the need for a new and bolstered curriculum. Thus, keeping all this in mind there is little wonder that some people feel the teacher's position is a virtually impossible one in that it requires he be all things to all people.

In addition to all these expectations and demands made upon teachers, the task of understanding and dealing with behavior problems remains an important one. The difficulties inherent in handling classroom misbehaviors are becoming accentuated by an increase in sheer numbers of students and what appears to be a marked tendency for large numbers of parents to delegate responsibilities for child discipline to the schools. It should be understood clearly that the stress placed upon the importance of the teacher's role in handling the classroom aggressor is not to be viewed as something in addition to everything else, as yet another straw on the already breaking back of the camel. The teacher is faced with this difficulty already and has responsibility to assist in its resolutions.

Classroom misbehaviors vary in kind and degree, from the "normal" disturbance to outright aggression. While lacking the possibly ominous quality of the classroom aggressor, the generally more ill-controlled quality of much student behavior further dissipates the limited time and energy of the teacher. But the teacher's importance with specific reference to the classroom aggressor and its potential correlate of juvenile delinquency must be stressed. As has been suggested previously, consistent misbehavior in the classroom may be a precursor of more severe behavioral deviations called "delinquency."

In this chapter, an attempt will be made to specify what the teacher can and what he cannot do in identifying and dealing with the classroom aggressor and why. Suggestions will be made regarding what he might do and under what circumstances. By clear, forthright delineation of the problem of classroom aggression, it may be possible to outline recommendations which will allow the school to better meet its responsibilities to the individual student as well as the community which it serves. It should not be implied, however, that teachers are best fitted to assume the role of "cook book" technicians capable only of performing specific acts in response to specific situations. Rather it is assumed that teachers will read, understand, and utilize the evidence from research and theory to formulate decisions to guide their actions in their relations with students.

Stability of Children's Behavior and Teachers' Perceptions

It has been suggested that teachers' perceptions of classroom behavior disorders are subject to wide individual variation, the result being that teacher evaluation of aggression in children would be highly unreliable. This criticism sometimes carried the implication that teachers' perceptions of aggression in the classroom would be chiefly a function of the teachers' needs, attitudes, and personal adjustment problems. However, evidence revealed in this study, recent as well as that cited elsewhere in this report (Glueck and Glueck, 1950; Kough and DeHaan, 1955; Kvaraceus, 1950), indicates that teachers may be able to make reliable current observations of behavior which would prove useful in identification of current disorders or in prediction of future behavior deviations and delinquency of their students.

Early in the development of the Eau Claire County Youth Study the researchers recognized the problem outlined above and sought ways of trying to assess the stability of student behavior and teacher perception of the behavior. Obviously, this was of prime concern in a study in which plans were formulated to study intensively the individuals who would be nominated by teachers as persistently displaying disapproved, disruptive, aggressive behavior in the classroom.

The first attention to this problem consisted of several efforts related to the design and instrumentation of the study. Thus, the behavior patterns of prospective nominees were defined in terms of observable behavior stressing persistent or habitual occurrence as the criterion. Furthermore, the children who were to be nominated were to be representatives of the extremes of the approved and disapproved characteristics. To the nominating teacher the following were provided: (1) a definition of the general behavior patterns which were to be the criterion for nomination; (2) a set of standardized directions for proceeding with the nominations; (3) and a form for specifying the particular behavior traits which the child had exhibited persistently.

These efforts to secure reliable nominations reflecting stable behavior patterns were further enhanced by the careful attention which was directed to authority, supervision, and morale at each level of administration. The preliminary efforts to secure cooperation from school administrative officials and from the community through the Advisory Committee were followed by substantial efforts to communicate this support to individual teachers and others who were involved in the data-gathering phases of the study. A letter was sent by the Superintendent of Schools to building principals urging support; and the principals were, in turn, to communicate with the individual teachers. On several occasions during the periods when teachers were making nominations, members of the research team received information concerning instances in which principals or other teachers had given reassuring support to a teacher who was experiencing concern about making student nominations or some other part of the study. In short, the teacher who was making nominations of approved and disapproved children, was encouraged to feel that this was most serious business requiring his most intelligent efforts.

Finally, in the tradition of reliability assessment, efforts were made in this study to assess the stability of teacher nominations by requiring renominations after a two-week interval. The procedures for the first nominations included no means which would leave any record with the teacher to identify his nominations later nor was he told that he would be required to do the task again. Two weeks later when he was confronted with the task again, the teacher was told that this was not a check on him but rather that it was an effort to determine the persistence or stability of the child's behavior patterns. In any event, the teacher was urged to make new nominations without paying any attention to recalling his original nominations.

In assessing the stability of teacher nominations, efforts were made to secure a sample at each of the three grade levels. Thus, 8 third grade teachers in 8 schools, 6 sixth grade teachers in 6 schools, and 11 ninth grade teachers in two junior high schools were selected randomly to make renominations.

The results of this analysis are presented in Table 13.1. The results are presented for individual teachers. The first part of the analysis was concerned with the extent to which children originally nominated reappeared on the nomination list after two weeks. For the 8 third grade teachers, the composite renomination rate is 89.1 percent and the lowest individual teacher rate is 75.0 percent. Three teachers had 100.0 percent agreement on the two nominations.

At the sixth grade level the composite renominations showed 81.3 percent agreement with the original nominations. The lowest individual rate was 62.5 percent, while only one of the six teachers showed 100.0 percent agreement with original nominations.

For ninth grade teachers, the composite rate of agreement between first and second nominations was 79.5 percent. One of the teachers fell to a 50.0 percent agreement rate and only one was 100.0 percent.

This analysis is interpreted as revealing that the children's behavior is quite stable over the two-week period and that the teachers have made nominations in the light of these stable behavior patterns. For various reasons it is preferable to avoid the term "reliability." Exclusive emphasis on this term would imply that this analysis was purely concerned with the accuracy of teacher nomination. In reality the analysis assumes that the nominations may be a joint function of the teachers' ability to observe and the stability of behavior patterns in the child.

The second part of the analysis is also reported in Table 13.1. After the teacher completed the nominations, he was required to check on a list of 18 aggressive and disruptive behavior problems those which each nominee, particularly the disapproved youngsters, had exhibited persistently. In the renominations, this was again required. The analysis here, of course, is limited to reporting the extent of agreement on these traits or behavior problems only for those youngsters who were renominated.

The composite evaluation at the third grade level shows an agreement rate of 74.5 percent on these traits over the two weeks. One teacher had a rate of 50.0 percent agreement as the low and another, 90.0 percent as the high. For sixth grade teachers, the composite rate was 73.5 percent with the individual low of 58.0 percent and high of 91.6 percent agreement. At the ninth grade level, the composite agreement on traits was 62.1 percent. The three individual lows of 00.0, 33.0 and 33.0 percent pull this composite rate down considerably. However, over the three grades these results are interpreted as revealing fair stability of observed behavior in the youngsters. The two parts of the overall analysis reported in Table 13.1 are also interpreted as revealing that there is sufficient stability in children's behavior and teacher observation of that behavior over a period of time to warrant further study of regularities of behavior in these children.

With considerably greater difficulty an effort was made to assess the stability of children's behavior by seeking renominations after a one-year interval when the child had advanced to a new grade level. A total of 17 teachers in 8 schools at the fourth and seventh grade levels were selected. It was first necessary to determine the number of children of a group originally nominated who remained together in a new classroom. This data is reported in column four of Table 13.2. The grade transition as three to four or six to seven and the occurrence of teacher change or not are also reported. The number of the original group who were renominated is given in column three and the percent that this is of the total of original nominees is given in column five. The composite agreement at the third grade level is 52.2 percent, at the sixth grade level, 54.9 percent, and for the two grades combined 53.6 percent. Individual group rates vary from 00.0 to 100.0 percent. These results seem to reveal stability of behavior over the one-year interval.

On the basis of these renomination results, it would appear likely that the renominees would be fruitful candidates for further study. The overall results of the study are also relevant to this issue. All of the 384 children who were nominated were subsequently tested and interviewed in procedures described elsewhere in this report. The results indicate substantial differences in many psychological and sociological characteristics of the approved and disapproved children. It seems likely that stable behavior patterns rather than idiosyncratic teacher perceptions were being examined in this study.

It should be borne in mind that this analysis of agreement was in some ways rather conservative. Take as an example, a child who was nominated as one of the two most approved or two most disapproved children in a class, and who slipped into third place at the time of a subsequent nomination. This would be considered as a complete miss in this analysis even though his behavior continued to be consistently approved or disapproved to a marked degree.

Teacher Education for Dealing with Classroom Aggression

When considering the proposed role that the educational system might play in the identification and treatment of the classroom aggressor and the potential juvenile delinquent, there is a need to be realistic. The three basic components of any such effective program would have to be taken into account: 1) the teacher, 2) techniques and knowledge involving the processes the teacher is trying to understand and handle, and 3) the time necessary for the teacher to carry out professional responsibilities in this regard. In the discussion to follow, attention will be concentrated upon point two as it relates to the problem of the classroom aggression.

It seems likely that at the present time teachers would feel the need for assistance as they attempt to handle the problem of the classroom aggressor. First, it would be desirable to provide the teacher with suitable measurement scales and techniques of the kind previously described so that his assessments would be sharpened, his observations focused upon the appropriate and significant signs or behaviors which relate to the broader condition which is to be assessed. Secondly, instructional procedures might be afforded in printed materials, courses of study, and in-service programs which could very specifically train teachers how to work more effectively with these problem students. Both of these approaches should be supported with an increasing emphasis on studies of psychology, mental hygiene, learning, and child development in both undergraduate and graduate level programs.

Handling Classroom Aggression

In considering their reactions to the classroom aggressor, teachers must evaluate both the personal and the professional aspects. The nature of the misconduct is such as to engender a "personal" response. For it seems a possibility that some teacher "reactions" may be determined more by the personality of the teacher than by a calm, objective professional review of the determinants of the behavior. Despite general acknowledgment of the presence of individual differences among students with some provision for the differences in the teaching of academic subjects, there appears to be a *de facto* denial of the uniqueness of individual acts of classroom aggression. There may be a tendency to apply slight variations of the cut and dried formula to punish these behaviors, to repress and eradicate them. To some teachers such misbehaviors may appear to be major or minor revolts against the orderliness of the classroom and more importantly, as calculated affronts and threats to them personally. Some teachers equate permissiveness and warmth with license and mollycoddling, suggesting that the accepting of misbehavior will insure its recurrence.

An important distinction appears between the teacher's expected responses to behavior which is consistently aggressive and those to behavior which represents only a transient aggressive reaction. The aggressive act itself may be substantially the same and the differential determination may be made only with substantial knowledge of the student and his background. To the transient act, the teacher is expected to respond primarily as an authority who sets standards. The purpose of the teacher's reaction in this circumstance is to help the child realize that misbehavior is unacceptable in school and in society generally. Whether the misbehavior is consciously or unconsciously determined is irrelevant for all practical purposes. The teacher may use rational explanations, withhold privileges, or employ punitive measures to inhibit and discourage repetitions of the undesirable behavior.

However, when the aggressive, hostile behavior becomes consistent or habitual, it may be an ominous sign of deeper troubles. Punishment and other rational techniques designed to stamp out the undesirable behavior may be inappropriate because they might serve only to eradicate symptoms without treating the underlying process giving rise to the difficulty. The symptoms may be valuable indicators that serious trouble is present. In such cases, punishment is likely to aggravate the situation by further frustrating the student with consequent provocation of increased aggression without providing for its acceptable expression or ultimate extinction. The remedy must be appropriate to the difficulty. In all cases, but particularly those involving the habitual classroom aggressor, a knowledge of predisposition and precipitating circumstances of the misbehavior is basic, indeed mandatory, if the teacher is to act appropriately.

The results of the present study indicate that the problems of the persistent classroom aggressor may be related to difficult family relationships, academic deficiencies in school, and abnormal development of certain aspects of the need system. Academic deficiencies may be quite readily assessed from school records and help made available through various techniques which might mitigate the frustrations of the classroom and maximize the child's learning and sense of accomplishment. From a teacher's standpoint, these could include changes in the curriculum, individualized or tutorial instruction, or special classes. Difficult family relationships are hard to assess and to correct. However, it has been suggested that parental behavior, if not parents' psychological traits, can be modified in ways that might benefit the child. Presumably the teacher could try to learn as much as possible about a child's background and family characteristics, first to ascertain their potential effects on the child's behavior.

Secondly, he might enlist the parents' aid in developing a corrective or therapeutic regimen. For the present we assume that most teachers would require much more training in psychology and the assistance of a school psychologist before proceeding with such techniques.

The third part of results from the present study, abnormal development of certain aspects of the child's need system, refers specifically to the finding that classroom aggressors show less of needs related to abasement and to superego control. It seems likely that the teacher may influence only slightly the development of abasement needs and conscience in the child. This also remains a controversial issue in which parents and professionals will take sides, some advocating that the child should be taught moral standards and self control while others advocate permissiveness, relative standards, and a general reduction of guilt and personal responsibility. The teacher may find it difficult to reconcile his own views with school or community policies and the press of individual parents and their children.

It is felt that an appropriate course of action based upon these or other approaches can be charted best if the nature of the problem is thoroughly understood. In view of the extensive use of psychological tests in the search for this understanding, it is appropriate to devote some attention to psychological tests and their most efficient use.

The Contribution of Psychological Tests

The various information from tests, projective instruments, and rating scales used in the study of behavior such as classroom aggression should be viewed in relation to several purposes. The first purpose may simply be to discern if there are significant psychological differences between deviant and other groups of youngsters.

The second purpose comes into consideration after it is established that discriminable groups have been selected for observation. Then attention turns to be establishing the nature and magnitude of differences. What traits, behaviors, and characteristics typify the classroom aggressor as opposed to other children? When and under what conditions are the traits, behaviors, and characteristics manifested?

A third purpose for the measurement data is to utilize it for predictive purposes. This means that efforts are made to determine if currently available test information may be used to detect the covert pathological process capable of generating deviant behavior before the misbehavior emerges full-blown. This assumes that a child who is currently exhibiting socially approved, non-deviant behavior but who will become consistently aggressive, will currently reveal these signs in some way on psychological tests. Thus, a longitudinal study is implied in which initial measurements are followed by careful analysis of behaviors which emerge in the future to ascertain if the early precursor signs relate to emerging deviant behavior.

A fourth purpose of the measurement is the provision of information bearing upon the feasibility of intervention and therapy techniques. If the predictor system is developed and found effective, the next problem is to find ways of intervening in the life of the child to forestall what otherwise would be inevitable, a full-blown pathological condition. The measurement data may provide a focus on causal conditions in the home, neighborhood, or school. Intervention techniques may be concentrated in whatever appears to be the most likely source of trouble.

A fifth purpose of the measurement data is to provide background information about each individual case in which aggression has emerged. Intervention and therapeutic techniques can never be applied wholly to groups without consideration of the needs of the individual child. Ideally, any program of therapy will begin with an intensive clinical study of the individual child and his background. Much of this information may come from cumulative records, home and parent interviews, and similar sources. Psychological measurements and ratings would be used as a fundamental adjunct to complete the analysis or diagnosis of the individual and to plan the corrective routine.

It may be argued that psychological tests will serve three basic purposes: (1) research, (2) group analysis, and (3) individual analysis. All three are implicit in the discussion above. But most important of all is the assertion that test data does not, in itself, tell what is wrong or what to do. Recent criticisms of the field of psychological testing (Gross, 1962, and Hoffman, 1962) often carry the implication that treatment, selection, placement, or promotion of an individual is wholly dependent upon test results. It is even suggested that some people believe that the test will tell all that is necessary to know. In contrast, it should be emphasized that information from tests should always be viewed as adjunct or supplementary information. The test information must be set against the background information on the individual such as the case study affords. Both must be supplemented with observations of current behavior of the individual under study. Then it is possible to move toward a diagnosis, and out of the diagnosis to a plan for treatment or therapy. The diagnosis and plan for treatment are products of decision-making processes by one or more skilled individuals such as psychologists, psychiatrists, guidance personnel, or teachers. Human beings, not tests, make the decisions.

The Ultimate Responsibilities

The classroom teacher must in many cases supply the initiative necessary to identify the problem and attempt its remediation. For in many ways the problem is an educational one which can be handled best in the school. Parent-teacher conferences would provide a natural starting point to broach the subject and make plans. The teacher may find it necessary to specify for the parents the nature of the problem and to suggest or help them discover how they might change their own behavior in order to help their child in his current and potential adjustments. The public as a whole needs education in this matter. The necessity of becoming involved actively must be realized by the teachers, particularly those on the elementary level, for it is here that it would appear that the most good might be accomplished. By the time the student enters high school, his problems often have assumed proportions which suggest a poor prognosis. Teachers at all grade levels require special training in order to understand the psychology of these problem children and their parents. These children represent challenge; the evidence presented in this study should not be viewed as evidence in support of preconceived despair in their regard. To many teachers who feel overburdened by the demands of their duties and responsibilities, this may seem to be yet "another straw on the already creaking back of the camel." But it is obvious that they must become interested and involved in this area if for no other reason than to satisfy their professional obligations to the students. They must continue to realize that the true professional lives by challenge and by meeting high responsibility. It seems clear that if the teachers are not interested, few others are likely to be. If they do not undertake the initiative for parental contact and education as a prelude to special educational experience and future planning for these "classroom aggressors", then likely very little will be done.

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Table 13.1

Stability of Behavior as Reflected in an Analysis of Teacher Nominations of Approved and Disapproved Children Over a Two-Week Interval

Teacher	Grade	Total Number Renominated	Number Nominated First Time	% of Agreement	% of Agreement on Traits of Renominees only
1	3	8	8	100.0	90.0
2	3	8	8	100.0	66.7
3	3	6	8	75.0	83.3
4	3	7	8	87.5	75.0
5	3	7	8	87.5	50.0
6	3	6	8	75.0	66.7
7	3	8	8	100.0	70.0
8	3	7	8	87.5	66.7
Total	3	57	64	89.1	74.5
9	6	7	8	87.5	66.7
10	6	8	8	100.0	90.0
11	6	5	8	62.5	91.6
12	6	6	8	75.0	81.8
13	6	6	8	75.0	58.0
14	6	7	8	87.5	62.5
Total	6	39	48	81.3	73.5
15	9	4	5	80.0	33.0
16	9	7	8	87.5	75.0
17	9	4	6	66.7	00.0
18	9	3	5	60.0	80.0
19	9	3	6	50.0	100.0
20	9	7	8	87.5	75.0
21	9	6	8	75.0	52.2
22	9	7	8	87.5	50.0
23	9	8	8	100.0	41.2
24	9	6	8	75.0	33.0
25	9	7	8	87.5	84.5
Total	9	62	78	79.5	62.1

Table 13.2

Stability of Behavior as Reflected in an Analysis of Renominations of Approved and Disapproved Children Over a One-Year Period

Grades 3 to 4 or 6 to 7

Teacher Same or New	Grade Transition	Number of Renominations	Number of Original Nominations Who Were Now in Room	% Agreement
New	3 to 4	0	3	00.0
New	3 to 4	3	4	75.0
New	3 to 4	2	7	28.5
New	3 to 4	3	6	50.0
New	3 to 4	3	7	42.8
New	3 to 4	5	8	62.5
Same	3 to 4	3	3	100.0
New	3 to 4	5	8	62.5
Total	3 to 4	24	46	52.2
New	6 to 7	6	7	85.7
New	6 to 7	1	5	20.0
Same	6 to 7	2	4	50.0
New	6 to 7	3	7	42.8
Same	6 to 7	4	6	66.7
New	6 to 7	3	6	50.0
New	6 to 7	5	8	62.5
New	6 to 7	1	1	100.0
New	6 to 7	3	7	42.8
Total	6 to 7	28	51	54.9
Grand Total	3 to 4 & 6 to 7	52	97	53.6

Chapter 14

To The Researcher

The Etiology of Research

It may be said that research begins with problems, not with the announcement that grant money is available, not with someone's perception of personal or professional prestige in having a research bureau or series of projects, and not with research experts who may regard their professional growth as totally dependent upon researching and writing. Research begins with a serious concern about problems for which some answers are needed.

Many of the people who inspired this project, The Eau Claire County Youth Study, were keenly motivated by an appreciation of problems of youth. Several individuals in the Division for Children and Youth of the Wisconsin Department of Public Welfare and others in the community who were acutely aware of various youth problems provided the initial impetus to act upon the problems of which they were cognizant. This is a good way for research to begin.

In Chapters 2 and 3 of this report, the steps in the process of laying the groundwork for this project are described. An important point regarding the design is that there were consultations with all of the community agencies who might eventually be involved in the research. A second point is that professional talent was available to design the research. The design involved a continuing, close liaison between the planners and the interested individuals in the community.

Accordingly, the design was developed as a team research which would involve a large number of people who would address themselves to a problem worthy of consideration: the behavior of children who were aggressively misbehaving in school. A particular interest was to ascertain the relationship of classroom aggression to pre-delinquent characteristics. Another purpose was to ascertain the views of parents and youngsters toward various youth problems and provisions for youth in the community. With the awarding of the grant in May, 1961, the project was in motion.

Working Space

In the planning state of any research project, considerable attention needs to be given to securing adequate working space. Capacity to make do or adapt to a cramped and mediocre working arrangement is not conducive to the best interests of a research project. In retrospect, it would seem that for this study provision should have been made for at least two offices. One of these would have been for the project administrator. This office should have been large enough to accommodate a meeting of several staff members. The other office would have been reserved for the secretary, her equipment, and the extensive files that were needed.

The Administration of the Project

The project administrator, working with the project director, was a major facilitating factor in this project. Perhaps an analogy can best be drawn to the hospital administrator whose efforts may save much valuable time for the medical staff to perform medical services. There are countless matters of coordinating people and ideas, contacting individuals and agencies, directing correspondence, accounting, and reporting which can be performed most efficiently by the project administrator. This then allows the project director to more or less detach himself from these highly necessary details and concern himself primarily with scientific aspects of the research.

Democracy or Autocracy

Some projects function well and are productive under a regimen of autocratic leadership by the project director and/or the project administrator. However, the Eau Claire County Youth Study was conducted on a democratic basis. All major tasks, procedures, forms, and innovations were submitted to the staff members for extended discussion and consideration. As a result, changes, sometimes rejections, were forthcoming. The participants in discussions included the project director, the research associate, the project administrator, the two coordinators of interviewer activities, a representative from the Community Services Section of the Division for Children and Youth, and occasionally other interested individuals from the community (school personnel, for example) or from the Wisconsin Department of Public Welfare. It seems likely that such a democratic team approach will work effectively if the group includes no completely refractory or dissident members. Each member must recognize and accept his responsibilities in the work to be done. Inaction is tolerable but counteraction may destroy all possibilities for real progress in research endeavors.

The team approach used in this project was sufficiently flexible in structure to permit optimum use of the special talents of team members as they were revealed and developed in the course of the project. Initial pigeon-holing of these professionals, in terms of specific function, might have blocked a number of opportunities for individuals to come forth and to perform well in duties to which they were not originally assigned. This flexibility was undoubtedly desirable within the overall nature and outcome of this project.

Relations With Schools

Perhaps the most crucial aspect of working relationships within this project was the relationship with school officials. In many areas of the United States, schools do not view themselves as partners with researchers (usually from colleges or universities) in a quest to understand children's behavior, even if it is chiefly school behavior which is in question. Researchers are often perceived as seekers of data for graduate students' theses, ivory-towered and impractical, or concerned with their own need to "publish or perish."

However, such attitudes were notably absent in the history of this study. The school officials of Eau Claire County's public and parochial schools were highly cooperative. They supported the project in many ways and greatly facilitated its progress. The school officials, in general, showed a continuing high level interest in the development and findings of the project.

The Advisory Committee

The Advisory Committee is described in Chapter 2. Broadly stated, its functions were to bring ideas from the community and to interpret the project to interested individuals within the community. As a practical reality, it was assumed that the civic reputations of the committee members would serve to bolster community confidence in the project. Meetings were held regularly with the committee, often over luncheon, to give the staff opportunities to reveal and interpret purposes and activities of the project. From time to time, individual committee members offered ideas for the project which were provocative and useful. In sum, the Advisory Committee made invaluable contributions to the study.

The Community and Research

The tone of the community governed much of what is described in this report. In every community, progress in studying and alleviating various problems is dependent upon the political, social, and economic climate of the community. Community attitudes vary from eager reaching out for answers to problems to open resistance to attempts at local research. Communities differ in their ambition to maintain or change social conditions. Crime, delinquency, poverty, and school dropouts are accepted by some people as the inevitable lot or fate of many of their fellow citizens. In more progressive communities, the spirit of change or desire to improve through change prevails. It was our view that Eau Claire County manifests many strong trends toward progressive change. This was the more remarkable in that this community was not faced with drastic problems involving its youngsters. Several efforts to assess youth problems in the decade preceding this project revealed that this community was probably below average in the incidence and seriousness of these problems. Perhaps this was true because this community had been realistic and attentive to its problems and was able to take positive action.

As has been suggested, the nature of the community is an important matter to be considered in the planning of research on youth problems. While perhaps difficult to evaluate, the researcher should not avoid attention to this problem.

Social Workers as Data Gatherers

The interviewers were chiefly social workers with a few psychologists and teachers. Their activities are described in Chapter 4. The question might be raised as to how well they worked out as data gatherers. By and large, the interviewers were capable of winning the confidence and cooperation of people chosen for inclusion in the study. A few interviewers, to be sure, had some difficulty in overcoming family reluctance to participate. But the percentage of refusal was low enough in the opinion of the researchers to give ample reason to believe that interviewers were, in general, skillful in gaining access to families to do the testing and interviewing. This is, in itself, a great accomplishment.

Secondly, the interviewers were able to perform their duties in an accurate fashion, if the reliability analyses are valid indices of this. Their professional training should, of course, have equipped them well in testing and interviewing skills. Nothing in the experience of this project contradicts that proposition.

A special effort was made at the beginning and throughout the project to engender in the interviewers a sense of team involvement or partnership in the research. It is felt that this was not accomplished to any great extent. Meetings were held periodically with the interviewers to discuss with them the progress and problems of the project. In spite of the fact that these meetings were planned to allow for free give-and-take and development of ideas, they often took the form and flavor of the typical classroom, with the research staff serving in an instructional role. The exchanges at these sessions were clearly not characteristic of what might be hoped for in terms of team efforts.

Developing a Theory or Rationale

From the time of the original design planning and throughout this project, there was a strong orientation toward the development of an underlying rationale or base for the empirical data-gathering and analysis. A persistent effort was made to seek out the literature reporting research and theoretical discussions which might be relevant to various aspects of the project. The members of the project staff were alert to watch for references in their reading and through professional contacts. Reviews and research abstract sources were consulted to obtain relevant information. The reference sections of all pertinent readings were examined. A substantial library of articles, books, and research reports was amassed. As the references arrived they were assigned to various staff members for study. A form was provided with each article to note the parts of the report, if any, which were relevant to some aspect of the study. A cross reference file was developed then to facilitate handling or retrieval from the references.

This effort at bibliography served to provide the information necessary for the interpretation of our findings. It was also immensely valuable in the development of background for the papers and reports which emanated from the project. The Youth Study was registered with Bio-Sciences, Science Information Exchange, and other agencies designed to facilitate communication among researchers. At professional meetings in psychology, education, and criminology, contacts were established with other researchers and writers.

In retrospect, it is believed that more time should have been devoted to theory construction and clarification in staff meetings. Discussions of the more practical aspects of data-gathering seemed to predominate. Theorizing was usually not approached on a team level, but generally only by those individuals among the staff who assumed responsibility for writing the report.

Computers versus Calculators

The original plans for this project paved the way for the amassing of vast amounts of data. Almost from the outset, elaborations of ideas caused great extension of data-gathering procedures. But in the original plans for the project, little attention was given to the matter of how to handle or analyze the data. Statistical procedures were specified in the original design; but in general, they were parsimonious. As the project unfolded, the horizons of what might be accomplished statistically grew markedly. Thus, more statistical techniques and greatly elaborated analyses were called for than were specified originally.

A calculator was obviously not the answer to this demand for complex statistical work. Computer services were needed to calculate the extensive analyses of variance, correlations, means, and chi-squares. Provisions for this computer service were not easily arranged. Only when one staff member moved to a university setting was it possible to provide computer facilities and consultations. Additional assistance for the preparation of data was also secured. But it should be emphasized that other projects, not directly affiliated with universities, may encounter comparable problems which ideally should be anticipated in the design development stage.

Sampling Problems

The researcher may choose to study some finite population and present a descriptive report. On the other hand, he may select a sample, hopefully representative of a defined population, and present results with which hypotheses are tested at specified statistical levels of confidence. The Eau Claire County Youth Study involved statistical sampling procedures. Teachers in all schools in the county were asked to nominate the four most highly approved and the four most highly disapproved (aggressive) children in their classes. There was to be equal sex representations. Several pools or populations were then specified from which nominations were to be drawn randomly for intensive study. Thus, for example, there was a population of third grade, approved, boys whose homes were in the city (urban). From the pool of nominations for each of these sub-population types, 16 youngsters were drawn randomly for the sample. In the total sample, there were 24 cells with 16 children each, or a total of 384 children.

Several problems arose in this sampling procedure. Some of these are as follows:

(1) Some teachers indicated that they really had no disapproved children in class. If this were so, the sample is not affected. However, the teacher who refused to nominate a disapproved youngster did introduce the possibility of bias into the sample.

(2) Some parents of youngsters who were drawn for intensive study declined to cooperate with the project. The number is specified elsewhere in this report.

(3) Certain interviewers received disproportionately large numbers of refusals from parents.

(4) In some sample classes such as disapproved, rural, third grade girls, the available population barely exceeded the sample size. At times the sample of 16 was drawn from as few as 17 or 18 available nominations.

Ideally, the researcher should provide information about the nature of subjects who are lost from the sample selectively. However, at the time of the writing of this report, this has not been done. Plans have been discussed for such a follow-up and some effort will be made to show where the loss occurred in relation to the four selection factors used in the study.

Campbell and Stanley (1963) proposed an inventory for analysis of a research, preferably to be used in the design development stage. They speak of both internal and external validity problems. Selective loss of subjects because of parent refusal is subsumed under their discussion of experimental mortality as an aspect of internal validity. Closely related is their discussion of biases resulting in differential selection of subjects for comparison groups. If there is vulnerability in the present design on this issue, it would be chiefly at the level of teacher nomination, not at the point where subjects are drawn randomly for assignment to interviewers. For the present there is no evidence of any such selective bias that would affect any portion of groups selected for tests of main or interaction effects.

Other Research Problems

Campbell and Stanley (1963) also speak of instrumentation problems of the sort which might involve the interviewers' many ratings and in the scoring of the semi-projective instruments, the Sentence Completion Form, and the Situation Exercises. However, all of this study's procedures related to rating and scorings were subjected to some reliability evaluation and found to be quite satisfactory.

Interview and Test Data Versus Behavior

The data gathered in this study is essentially an assessment of attitudes, perceptions, and projective responses of well specified criterion groups. The only actual behavior investigated was the behavior of children and their parents in the presence of and in response to the interviewer and the instruments. However, the teachers who nominated children for the study were instructed to base their nominations entirely on observed behavior.

Thus, one might choose to employ a cautious approach to validity by asserting that the base of the data consists of verbal behaviors displayed before the interviewer in a four to eight hour contact with the family. But possibly one can make inferences about other behavior in non-interview situations. For example, to the question concerning how much a parent can influence how his child will grow up, one parent says, "A great amount." Now, what can be inferred about the parent's behavior? Many people would say "nothing." Will this parent attempt to exert a great amount of influence on how his own or other children grow up? What parental behaviors are involved in this influencing? Has any insight been gained in knowing that one or many parents think they can influence how the child grows up? Under certain circumstances the answer might be yes. For example, a worthwhile insight might derive from a scale differentiation by criterion groups. If more parents of approved children assert that parents have much influence we know something about the interview behavior of parents which might be useful in developing an interview instrument to differentiate approved from disapproved children. But it should be realized that without further observation of parental influence behaviors, whatever they may be, nothing is really known about the actual behavior of these parents relative to their children.

Yarrow (1963) points out several limitations of parental interview data. She points to the mother's ego involvement with the child, ego involvement in information she proffers about herself, and her susceptibility to Dr. Spock and points of view expressed in women's magazines. The interview also often calls for the mother to make fine discriminations in responding to a scale item. How capable would mothers be in making such fine discriminations? A question is also raised concerning the modal characteristic of the mother's own or the child's behavior. Is there really sufficient stability of behavior over some period of time to warrant a categorizing response to the scale item? If the scale is a relative one, how well does the mother know the normative behavior of other mothers or children? The mother is called upon to remember an immediate and a distant past. How well can she be expected to remember? Yarrow suggests that there is a great need for studies which would relate interview data to observed behavior. Her own research along this line is mentioned with the encouraging note that there is considerable consistency between initial and recalled parental descriptions of their children's behavior problems.

McCord and McCord (1961) have also dealt with the problems of reliability and validity of interview data and observational data and comparisons between the techniques. They found that the interviewers often failed to detect active parental rejection of a child, failed to note negative attitudes of boys toward parents, but the interviewers did seem to judge more accurately the attitudes of parents towards each other. In their study, interviewers seemed to find more father dominance in the home than observation warranted, and interview data revealed father to be less punitive than observational data indicated. McCord and McCord conclude (1961, p. 185) that "...........the validity of the interviews was marred by the parent's tendency to make their picture of family life conform to cultural stereotypes."

Two lines of analysis are in progress to provide partial answers to the above questions. First, the interview data from the mother, father, and child contain some comparable questions in which all three are asked to report on the same phenomena in relation to the same individual, usually the child. Additional analyses are contemplated to determine the amount of agreement among these three ego-involved observers.

Secondly, analyses are under consideration which would determine the amount of agreement which can be reached on certain problems, such as the child's attitude toward school, when viewed from data derived from several different instruments. On this particular problem, data is available in some of the KD Proneness Scale items, interview data, the Sentence Completion Form data, the Situation Exercises, and the teacher nominations. The question is then posed as to the extent of agreement among views derived from these different sources. It is hoped that answers to this will be forthcoming in the near future.

The Value of Trial Runs in Analyzing and Summarizing the Research

Throughout this project, there have been consistent attempts to anticipate problems involved in analysis and interpretation of results by means of early trial runs and by making commitments to present papers which summarized preliminary or incomplete data at professional meetings. Data-gathering was carried out over a two-year period. While it was necessary by the end of the study to have 16 subjects for each of the 24 cells defined by grade level, behavior, sex, and home location, the researchers endeavored to complete 8 cases for each cell by the end of the first year. While data-gathering was continued for the balance of the sample in the second year, it was possible to do complete trial run analyses of the first year data. In conducting these preliminary analyses, some unanticipated difficulties were encountered. Knowledge of these problems made it possible to establish plans which could correct them in the final analysis.

The preliminary research reports at the end of the first year also encouraged the researchers to undertake early synthesis of research and theoretical evidence deriving from our continuing review of the professional literature. Essentially this focused attention on the development of a final rationale or theoretical framework for this research. The commitment of seven papers to be delivered on specified dates at national professional meetings proved a tremendous impetus toward this end.

Specific Areas for Further Research

As the analyses of results were being completed and discussion sections written for the chapters which related to specific sections or instruments used in this research, attention turned increasingly to the many additional avenues of research which should or could be pursued. Hindsight is, of course, always superior to foresight in power to detect failures and shortcomings; and so it may be noted that many corrections or potential innovations were seen which might have improved the design of this research. This section shall be limited to a discussion of those directions which appear to be most worthy of further research.

There is a considerable need to gain further insight into the nature of psychological and social factors as assessed through a variety of techniques or scales and from several different frames-of-reference. Thus, the construct of aggression should be analyzed as a set of behaviors which might be observed by teachers, parents, and the research interviewer. Similarly aggression may be noted in the child's responses to the KD Proneness Scale, the Sentence Completion Form or the Situation Exercises. A substantial number of such psychological and social constructs were identified in this study and efforts were made to identify all of the potential sources of information related to the construct within the various areas of available data. Subsequent researchers may also choose to identify early in the designing stage, the major factors in which they are interested and attempt to secure data through a variety of assessments such as behavioral observation, attitude scales, and projective techniques.

Based on previous factor analysis and on a logical analysis of item content the KD Proneness Scale items were divided into six areas: (1) reactions to school, (2) failure, fear, misconduct, aggression, (3) peer relations and recreation, (4) occupational and future, (5) person (5) personal preferences, and (6) family, adults, and control factors. Each of these areas was scored separately and significant differentiations between approved and disapproved youngsters were achieved. However, further replication of the factor analysis with criterion groups comparable to those used in this study would be desirable to determine factor stability or differences. Hopefully, factors may be identified which are reliably associated with classroom behavior. This would make it possible to develop further tests to assess these factors intensively for prediction and prevention purposes.

The list of 18 behavior traits developed in this study for the teachers' use in nominating approved and disapproved children should be studied further to determine the extent of individual and clusters of traits in relation to the criterion groups. Other researchers may wish to secure samples of teacher nominations and teacher evaluations of the youngsters with this check list. The present researchers intend to carry on a number of additional analyses with existing data to determine which of the 18 behaviors characterize the criterion groups.

In the present study, intelligence test data was gathered and substantial differences in mean IQ level between criterion groups were found. Now there is a need to analyze school achievement or learning of these youngsters.

The present researchers intend to pursue this information to determine what differences, if any, exist between the criterion groups in school achievement. The relationship of early classroom behavior to eventual dropout or graduation should also be explored.

Since the Glueck and interviewer ratings indicated considerable delinquency proneness in the disapproved youngsters, the need to obtain substantiating evidence from police, sheriff, and health department records is apparent. The present researchers intend to secure such information and have already undertaken pilot explorations which indicate that this data may prove most valuable as an adjunct to the other results.

The Sentence Completion Form and Situation Exercise results are somewhat ambiguous and not entirely consistent with other aspects of the study. Yet the experience of other researchers and of the present researchers in other research projects, indicates that important insights into human behavior can be derived from responses to such semi-projective scales. Further analyses with these and other projective instruments should be undertaken with the kind of youngsters studied in this research to determine the value, if any, of projective assessment in this area.

Four General Approaches to Further Research

It appears that further research of four major types would be desirable if progress is to be made in understanding the behavior of the classroom aggressor. First, an ecological approach is desirable to offset "Hawthorne effects" or reactivity to the researchers. In the ecological approach an effort is made to assess behavior through observation in natural settings, during normal activities, and over extended periods of time. Typically, the individuals studied are not aware of the observer. Evidence from a number of studies indicates that quite different insights might be generated through ecological observation as opposed to observations derived from situations in which the subject is aware of the observer.

Secondly, it seems that larger or organismic approaches to the study of the behavior of the classroom aggressors may be profitably pursued. This is already suggested earlier in this chapter. But a whole-hearted organismic approach would be one in which data is sought in the realm of physical functioning, affective activity, psychomotor processes, and cognitive functioning (abilities and learning) as well as social interaction. Only through such a massive attack can the researcher determine all potential relationships and interactions among factors which may relate to a particular problem.

Third, the experimental approach should be considered the best method for establishing causal relationships. In this, the experimenter focuses on one facet of behavior which can be assessed when some environmental condition is manipulated while all other factors hopefully are held constant or randomized in their effect. It is obvious, however, that research in classroom aggression and its correlates does not readily lend itself to experimental manipulations. However, some promising breakthroughs are being made in the laboratory study of aggression. The establishment of causes of classroom aggression, and particularly the precipitating factors described in Chapter 10, may demand ultimately that greater use be made of experimental techniques.

Finally, the need for longitudinal study in the area of emerging classroom aggression seems vital. The Eau Claire County Youth Study was cross-sectional at the third, sixth, and ninth grade levels. Substantial differences were often noted in the psychological functioning, behavior, or sociological press for children at the different levels. But it is not known how these differences unfold within the life of a single child as he moves from third to sixth to ninth grade. A longitudinal study seems essential to the establishment of causal relationships and for the verification of predictions made at any stage in development of future behavior.

In Conclusion

This research project has had profound effects on the individual researcher. We have learned much about children, about parents, about teachers, and about our fellow researchers. The three years of close cooperative and often trying efforts to do a good job on schedule have sometimes produced personal strains among members of the research team. Yet out of those strains, we have grown more deeply appreciative of the strengths and weaknesses of one another. We have seen other teams of researchers end in hopeless deadlock or bitter antagonisms. Happily, this did not happen to us.

We have experienced serendipity at a level which we sometimes felt exceeded our basic goals. The substantial results of the study beyond our original plans are surprising, to say the least. By this we do not mean to assert that the fortuitous effects were necessarily lofty or earth shaking. Rather, we merely assert that there were many results, conclusions, learnings, and effects which, while not anticipated, now seem most valuable to us. We see so much more now that remains to be researched before we can truly approach a full understanding of children's behavior.

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Appendix 4A
Child - Questionnaire

Number__________ M - F Address_________________________Grade_____Age______

Date________________ Interviewer_____________________________

1. Do you have a father at home?

2. What sort of things do you usually do with your father?

3. About how much time do you spend doing these things with your father?

4. If I had your father here and asked him to tell me the thing he liked most about you, what do you suppose he'd say?

5. If I asked him to tell me the thing he liked least about you, what do you suppose he'd say?

6. If I had your mother here and asked her to tell me the thing she likes the most about you, what do you suppose she'd say?

7. If I asked her to tell me the thing she liked least about you, what do you suppose she'd say?

8. Do you have a mother at home?

9. What sort of things do you usually do with your mother?

10. About how much time do you spend doing these things with your mother?

11. If you do something wrong, how do you get punished?

12. About how often do you get punished for something?

13. Tell me as many things as you can about grown-ups.

14. What do you think about grown-ups?

15. Think of the grown-ups that you know; when you get older, which one would you most like to be like?

16. Do your parents behave the way they want you to behave?

17. When you are angry at your father, what do you do?

18. When you are angry at your mother, what do you do?

19. When you are angry at a friend, what do you do?

20. When you are angry at a teacher, what do you do?

21. Do you belong to a church?
22. Do you attend church or Sunday School?
23. When was the last time you attended church or Sunday School?
24. Do you have special chores to do at home?

25. How do you spend your spare time?

26. What clubs or groups do you belong to?

27. Would you rather do things with someone or by yourself?

28. How many are in your group of friends?
29. Why are they your friends?

30. Do you have a close friend?
31. What is (he) (she) like?

32. How long has (he) (she) been a friend of yours?

33. Where does (he) (she) live?

34. How far is this away from you?

35. Do you have dates?

36. How often?

37. Going steadily?

38. Going steady?

39. Some people say that boys and girls go steady when they are too young; what do you think about that?

Television

40. Do you have a television set in your house?

41. How long during the day would you say it is turned on?

42. How long do you watch it?

43. What are your favorite programs?

44. What are some of the programs that you dislike?

45. What do you do when the TV set isn't working?

46. Some people say that boys and girls get in trouble because of what they see on TV. What do you think of that?

Car

47. Do you own a car?

48. Do you want to own a car?

49. Why?

50. What kind?

51. At what age should a boy be allowed to drive on his own?

52. At what age should a girl be allowed to drive on her own?

53. Do any of your friends have cars?

54. How many friends have cars?

55. About how much time do you spend a day riding around in a car?

56. Where do you go?

57. What can you do when you have a car that you couldn't do without one?

58. When do you think a boy is old enough to own a car?

59. When do you think a girl is old enough to own a car?

60. If you wanted a car and were told by your parents that you couldn't have one, what would you think about this?

Appendix 4A

Father Questionnaire

Number________ M - F Address__________________Grade_____ Date___________

Child's Age_____Father's Age________Interviewer___________________________

1. What kind of work do you do?
2. Do you like this work?
3. What was the highest grade of school you completed?
4. Does your son/daughter have a younger brother or sister?
5. Does your son/daughter have an older brother or sister?
6. Did you grow up on a farm, in a small town, or in the city?
7. How long have you lived in __________________?
8. How long have you lived in this house?
9. How do you feel about living in ______________?
10. How do you feel about living in this neighborhood?
11. What do you like about Eau Claire (County)?
12. What don't you like about Eau Claire (County)?
13. What things would you like to see done in __________________ to help children that aren't being done now?
14. What else, besides the family, has a favorable influence on your child?
15. What individuals, groups, and organizations have an influence on your child in ways you don't approve?
16. When children get into trouble in Eau Claire (County), do you think it is handled in a good way?

17. How much do you think a parent can influence how his child will grow up these days?

18. When are you and your child generally home at the same time?

19. Are you a member of any club or organization? Which?

20. What other things do you do with your spare time?

21. Do you have enough time to talk with your son/daughter and much time to do things with him/her?

22. How old were you at the time of your (current) marriage?

23. In bringing up your children, what do you try to do? What are your general aims?

24. What is the least pleasant thing about having children?

25. What is the most pleasant thing about having children?

26. In what ways would you like your child to be different from you?

27. When is it okay for a child to break a rule around school?

28. What has your child done at school that you didn't approve?

29. What are problems in dealing with the child when he has done something the parent doesn't approve? (This deals with the personal reactions of the parent.)

30. How did you feel when your child wouldn't do what you wanted him to do?

31. What did you do when your child refused to do something that you wanted him/her to do?

32. When your child was just starting school at age 6 or 7, what ways did you find useful to get him/her to do right and keep him/her from doing wrong?

33. Do you belong to a church?

34. Do you attend church?

35. When was the last time you attended church?

36. Some people say that boys and girls get in trouble because of what they have seen on T.V. What do you think of that?

37. At what age should a child be allowed to drive a car on his own?

Appendix 4A

Mother Questionnaire

Number________ M - F Address____________________Grade_____ Date____________

Child's Age________ Mother's Age______ Interviewer__________________________

1. What was the highest grade in school you completed?
2. Is this your only marriage?
3. How many children do you have?
4. Did you grow up on a farm, in a small town, or in the city?
5. How do you feel about living in Eau Claire (County)?
6. How do you feel about living in this neighborhood?
7. What do you like about Eau Claire (County)?
8. What don't you like about Eau Claire (County)?
9. What things would you like to see done in Eau Claire (County) to help children that aren't being done now?
10. What else besides the family has a favorable influence on your child?
11. What individuals, groups, and organizations have an influence on your child in ways you don't approve?

12. When children get in trouble in Eau Claire (County), do you think the situation is handled in a good way?

13. How much do you think a parent can influence his child in growing up these days?

14. Do you do any part-time or full-time work for pay?

15. What kind of work do you do?

16. What is your schedule of working hours away from home?

17. Are you a member of any club or organization?

18. What other things do you do with your spare time, like hobbies or reading or sports or anything?

19. Do you have enough time to talk with ____________ and much time to do things with him/her?

20. How old were you at the time of (current) marriage?

21. In bringing up children, what do you try to do - what are your general aims?

22. What is the **least pleasant** thing about having children?

23. What is the most pleasant thing about having children?

24. In what ways would you like your child to be different from you?

25. When is it okay to break a rule around school?

26. What did your child do at school that you didn't approve?

27. What are problems in behaving toward the child when he/she has done something the parent doesn't approve? (This deals with the personal reactions of the parent.)

28. How did you feel when your child wouldn't do what you wanted him/her to do?

29. What did you do when your child refused to do what you wanted him/her to do?

30. When your child was just starting school at age 6 or 7, what ways did you find useful to get him to do right and keep him from doing wrong?

31. Do you belong to a church?

32. Do you attend church?

33. When was the last time you attended church?

34. Some people say that boys and girls get in trouble because of what they see on T.V. What do you think of that?

35. At what age should a child be allowed to drive a car on his own?

Appendix 4B
Child - Tables

Number________ M F Address________________________________Grade_________Age______

Date___________________________ Interviewer_______________________________

METHOD OF PROCEDURE: CH - Child, first number refers to position of pertinent question on questionnaire, second number refers to specific hypotheses.

Table CH-1-B2

Do you have a father at home?

____Father at home
____Father substitute at home
____No father or substitute
____Not ascertained

Table CH-2-B2

What sort of things do you usually do with your father?

____Active recreation, sports, hunting, fishing, etc.
____Work on jobs together around home
____Movies, TV, incidental talk, etc.
____Argue, fight
____Nothing
____Other and NA

Table CH-3-B2

About how much time do you spend doing these things with your father?

____Quite a bit (over 20 hours a week)
____Not much, but reason offered
____Not much, no reason given
____No time
____NA

Table CH-4

If I had your father here and asked him to tell me the thing he liked most about you, what do you think he'd say?

____Personality traits - honest, thoughtful, neat, dependable, etc.
____Obedience
____School achievement, talent, accomplishments
____Work, help
____Don't know, can't think of anything
____Other, NA

Table CH-5

If I asked him to tell me the thing he liked least about you, what do you suppose he'd say?

____Faulty school or other achievement
____Disobedience
____Duties neglected, resisted or forgotten
____Aggressiveness, talk back, fight
____Personality traits, bad habits, disposition, physical defect
____Undue interest in opposite sex
____Don't know
____Other, NA

Table CH-6

If I had your mother here and asked her to tell me the thing she liked most about you, what do you suppose she'd say?

____Personality traits - honest, thoughtful, neat, dependable, etc.
____Obedience
____School achievement, talent, accomplishments
____Work, help
____Don't know, can't think of anything
____Other, NA

Table CH-7

If I asked her to tell me the thing she liked least about you, what do you suppose she would say?

____Faulty school or other achievement
____Disobedience
____Duties neglected, resisted, or forgotten
____Aggressiveness, talk back, fight
____Personality traits, bad habits, disposition, physical defect
____Undue interest in opposite sex
____Don't know
____Other, NA

Table CH-8-B2

Do you have a mother at home?

____Have a mother at home
____Have a mother substitute at home
____No mother or substitute
____Not ascertained

Table CH-9-B2

What sort of things do you usually do with your mother?

____Active recreation outdoors
____Work on jobs together around house
____Movies, TV, incidental talk
____Fight, argue
____Nothing
____NA and other

Table CH-10-B2

About how much time do you spend doing these things with your mother?

____Quite a bit (Over 20 hours a week)
____Not much, but reason offered
____Not much, no reason given
____No time
____NA

Table CH-11-B12

If you do something wrong, how do you get punished?

____Physical punishment
____Loss of privileges, scolding
____Talk over, or no punishment
____NA

Table CH-12-B12

About how often do you get punished for something?

____Once a week or oftener
____About once a month, now and then
____Hardly ever
____NA

Table CH-13-B3

Tell me as many things about grown-ups as you can think of?

____Positive relationship with adults implied
____AAmbivalent negative and positive relationship implied
____ Strongly negative relationship
____ Neutral non-evaluative relationship
____ No relationship implied
____ NA

Table CH-14-B3

Evaluation of adults (standards and ethics, non-relations to kids).

____Good, reliable, right, mostly good
____Mixed bad and good, more bad than good
____Neutral, just different
____No evaluation
____NA

Table CH-15-B4

Think of the grown-ups that you know. When you grow up, which one would you most like to be like?

Boy:

____Father
____Male relative
____Male, unrelated
____Boy friend or brother
____Mother or other female figure
____NA

Girl:

____Mother
____Female relative
____Female, unrelated
____Girl friend, or sister
____Father or other male figure
____NA

Table CH-16-B5

Do your parents behave the way they want you to behave?

____Always do what they expect me to
____Sometimes they fall down a bit
____Inconsistent or fall down most of the time
____NA

Table CH-17-B6

When you're angry at your father what do you do?

____Talk it over, make up, keep temper
____Ignore, pay no attention, avoid
____Let off steam, sulk, argue, yell, get back at
____Nothing
____NA

Table CH-18-B6

When you're angry at your mother what do you do?

___ Talk it over, make up, keep temper
___ Ignore, pay no attention, avoid
___ Let off steam, sulk, argue, yell, get back at
___ Nothing
___ Other, NA

Table CH-19-B7

What do you do when you're angry at a friend?

___ Talk it over, make up, keep temper
___ Ignore, keep it to myself, avoid
___ Let off steam, look mean, argue, talk back
___ Fight
___ Nothing
___ Other, NA

Table CH-20-B8

When you are angry at a teacher, what do you do?

___ Talk it over, try to understand, keep my temper
___ Ignore it, avoid her, leave
___ Look mean, argue, get back at her, fight
___ Do nothing
___ Other, NA

Table CH-21

Do you belong to a church?

___ Belongs
___ Belonged in past
___ Never belonged
___ NA

Table CH-22

Do you attend church or Sunday School?

___ Regularly
___ Irregularly
___ Attended at some time in the past
___ Never
___ NA

Table CH-23

When was the last time you attended church?

___ During past week
___ During past month
___ During past six months
___ Over six months ago
___ Year or more ago
___ Never
___ NA

Table CH-24

Do you have special chores to do at home?

___ Regular assigned chores
___ Occasional chores
___ No assigned responsibility
___ NA

Table CH-25

How do you spend your spare time?

___ Special projects - Scouts, 4-H, collections, models, etc.
___ Arts, drawing, domestic arts
___ Outdoor sports, play, hike, ride bike
___ Indoor games, watch TV, talk, play records
___ Read
___ Movies, dances, parties
___ Remunerative work away from home
___ Driving, standing, hanging around
___ Nothing
___ Other, NA

Table CH-26

What clubs or groups do you belong to?

___ Character building, Scouts, Campfire, YMCA, etc.
___ Church groups, social or musical
___ Sports leagues, school teams, swimming classes, etc.
___ 4-H, Future Farmers of America, Future Homemakers, Co-op Teen Club
___ School clubs, musical organizations
___ Informal gangs
___ None
___ Other, NA.

Table CH-27

Would you rather do things with someone or by yourself?

___ Someone
___ Self
___ Qualified
___ NA

Table CH-28

How many are in your group of friends?

___ 1
___ 2-3
___ 4-6
___ 7-10
___ 11-15
___ 16 or over
___ No special group
___ Several groups
___ NA

Table CH-29

Why are they your friends?

___ Mutual interests
___ Live near by, same age, same class
___ Mutual affection
___ Compatable, get along, same value standards
___ Helpful, amusing, admired, accepting
___ Other, NA

Table CH-30

Do you have a close friend?

___ Yes ___ No ___ NA

Table CH-31

What is he/she like?

___ Smart, talented, good looking, popular
___ Nice, friendly, good-natured
___ Shares my interests, attitudes, social status
___ Accepts my faults, get along good
___ Dependable, loyal, helpful, amusing
___ Hard to understand sometimes
___ Other, NA

Table CH-32

How long has he/she been a friend of yours?

___ Up to 6 months
___ 6 months through 12
___ 1 year through 2
___ 3 years through 5
___ 6 years or over
___ NA

Table CH-33

Where does he/she live?

Table CH-34

How far is this away from you?

___ Immediate neighborhood
___ 1 though 3 blocks
___ 4 blocks through 7 blocks
___ 8 blocks through 3 miles
___ 4 miles through 7 miles
___ 8 miles or over
___ NA

Table CH-35

Do you have dates?

___ Yes
___ No
___ Father forbids
___ Mother forbids
___ Father too strict
___ Mother too strict
___ Not interested
___ NA

Table CH-36

How often?

___ Daily
___ Weekly
___ Monthly
___ Yearly
___ NA

Table CH-37

Going steadily?

___ Yes
___ No
___ Not now, but have
___ NA

Table CH-38

Going steady?

___ Yes
___ No
___ Not now, but have
___ NA

Table CH-39

Some people say that boys and girls go steady when they are too young. What do you think about that?

___ Think so
___ Not true
___ Don't know
___ Other, NA

Table CH-40

Do you have a television set at your house?

___ Yes
___ No

Table CH-41

How long would you say it is turned on?

___ 1 hour
___ 2 hours
___ 3 hours
___ 4 hours
___ 5 hours
___ 6 hours
___ 7 hours
___ 8 hours
___ 9 hours
___ 10 hours
___ 11 hours
___ 12 hours
___ NA

Table CH-42

How long do you watch it?

___ 1 hour
___ 2 hours
___ 3 hours
___ 4 hours
___ 5 hours
___ 6 hours
___ 7 hours
___ 8 hours
___ 9 hours
___ 10 hours
___ 11 hours
___ 12 hours
___ NA

Table CH-43

What are your favorite programs?

___ Cartoons
___ Westerns
___ Comedy
___ Detectives
___ Family shows
___ General dramatic
___ Sports
___ Adventure
___ Walt Disney
___ Horror stories
___ Special programs, variety programs
___ Musicals
___ News, weather, public service
___ Quiz programs, panels, serials
___ None
___ Other, NA

Table CH-44

What are some of the programs you dislike?

___ Cartoons
___ Westerns
___ Comedy
___ Detectives
___ Family shows
___ General dramatic
___ Sports
___ Adventure
___ Walt Disney
___ Horror stories
___ Special programs, variety programs
___ Musicals
___ News, weather, public service
___ Quiz programs, panels, serials
___ None
___ Other, NA

Table CH-45

What do you do when the TV isn't working?

___ General family activity
___ Read
___ Play
___ Listen to radio, records
___ Watch neighbor's TV
___ Homework
___ Other, NA

Table CH-46

Some people say that boys and girls get in trouble because of what they see on TV. What do you think of that?

___ Yes
___ No
___ Don't know
___ NA

Table CH-47

Do you own a car?

___ Yes ___ No ___ NA

Table CH-48

Do you want to own a car?

___ Yes ___ No ___ NA

Table CH-49

Why?

___ Less dependent on others, necessary
___ Everyone else has them or status indication
___ To have fun, for dating, riding around
___ Bus expensive, inadequate
___ Other, NA

Table CH-50

What kind?

___ Hot rod
___ Foreign
___ Domestic compact
___ Standard: Ford, Chevrolet, Plymouth, or Rambler
___ Medium: Pontiac, Oldsmobile, Dodge
___ Big: Buick, Chrysler
___ Ultra: Imperial, Lincoln, Cadillac
___ Makes no difference
___ Other, NA

Table CH-51

At what age should a boy be allowed to drive on his own?

___ Before 16
___ 16 years
___ 17 years
___ 18 years
___ 19-20 years
___ When parents permit
___ Don't know, NA

Table CH-52

At what age should a girl be allowed to drive on her own?

___ Before 16
___ 16 years
___ 17 years
___ 18 years
___ 19-20 years
___ When parents permit
___ Don't know, NA

Table CH-53

Do any of your friends have cars?

___ Yes ___ No ___ NA

Table CH-54

How many friends have cars?

___ One or two
___ Many of them (3 or more)
___ Most of them (all but a few)
___ All of them
___ None of them
___ NA

Table CH-55

About how much time do you spend a day riding around in a car?

___ Less than 1 hour
___ About 1 hour
___ About 2 hours
___ About 3 hours
___ About 4 hours
___ About 5 hours
___ About 6 hours or more
___ Infrequently
___ None
___ NA

Table CH-56

Where do you go?

___ Nowhere in particular
___ Sideroads in country
___ On highways
___ Around downtown area
___ In parks and beaches
___ To other towns
___ All over town and country
___ Other, NA

Table CH-57

What can you do when you have a car that you couldn't do without one?

___ Pick up girls, boys
___ Drink beer and ride
___ Take girls out in car
___ Neck in car
___ Go to drive-in movies, or other places of entertainment
___ Race
___ Play chicken
___ Other, NA

Table CH-58

When do you think a boy is old enough to own a car?

___ Under 13
___ 13-14
___ 15-16
___ 17-18
___ 19-20
___ 21-22
___ Don't know, NA

Table CH-59

When do you think a girl is old enough to own a car?

___ Under 13
___ 13-14
___ 15-16
___ 17-18
___ 19-20
___ 21-22
___ Don't know, NA

Table CH-60

If you wanted a car and were told by your parents that you couldn't have one, what would you think about this?

___ Think they knew best
___ Think they will agree later
___ Think they are mean to me
___ Think they don't understand me
___ Think they are old fashioned
___ Other, NA

Appendix 4B
Father - Tables

Number________ M F Address______________________ Grade________ Date________

Child's Age______ Father's Age________ Interviewer______________________

METHOD OF PROCEDURE: FA - Father. First number refers to position of pertinent question on questionnaire. Second number relates to specific hypotheses.

Table FA-1-A7

What kind of work do you do?

___ Professional and semi-professional
___ Managers, assistant managers, farmers
___ Clerical
___ Sales - Foremen and craftsmen
___ Operatives, service workers, laborers
___ Other, NA

Table FA-2-A7

Attitude toward work.

___ Positive
___ Negative
___ Indifferent
___ NA

Table FA-3-A7

What was the highest grade of school you completed?

___ 1-6 years
___ 7-8 years
___ 9-11 years
___ Completed high school
___ 1-4 years college
___ Graduate work
___ NA

Table FA-4-A26

Does your child have a younger sibling?

___ Brother, 1 to 5 years younger
___ Brother, 6 or more years younger
___ Sister, 1 to 5 years younger
___ Sister, 6 or more years younger
___ No younger sibling
___ Twin, NA

Table FA-5-A26

Does your child have an older sibling?

___ Brother, 1 to 5 years older
___ Brother, 6 or more years older
___ Sister, 1 to 5 years older
___ Sister, 6 or more years older
___ No older sibling
___ Twin, NA

Table FA-6-A10

Did you grow up on a farm, in a small town, or in the city?

___ Rural
___ Town under 10,000 population
___ City, 10,000 to 50,000 population
___ Large city
___ NA

Table FA-7-A12

How long have you lived in__________? (fill in)

___ Two years or less
___ Three or four years
___ Five to nineteen years
___ Twenty years or more
___ NA

Table FA-8-A12

How long have you lived in this house?

___ Two years or less
___ Three or four years
___ Five years or more
___ NA

Table FA-9-A13

How do you feel about living in __________________? (fill in)

___ Positive attitude
___ Negative attitude
___ Neutral
___ NA

Table FA-10-A13

How do you feel about living in this neighborhood?

___ Positive
___ Negative
___ Neutral
___ NA

Table FA-11-A13

What do you like about it?

___ Resources for youth
___ Economic reasons
___ Social reasons
___ Adult programs, institutional services
___ General aspects of town
___ Other, NA

Table FA-12-A13

What don't you like about ______________? (fill in)

___ Resources for youth
___ Economic reasons
___ Social reasons
___ Adult programs, institutional services
___ General aspects of town
___ Other, NA

Table FA-13-A13

What would you like to see done in ______________(fill in) to help children that aren't done now?

___ Better recreational facilities
___ Better educational, medical, guidance facilities
___ Help for parents, increased family activities
___ Need for more parent responsibility
___ More restrictive measures
___ Miscellaneous
___ NA

Table FA-14-A14

What else besides the family has a favorable influence on your child?

___ Church
___ School
___ Youth organizations
___ Relatives, associates
___ Miscellaneous
___ NA

Table FA-15-A14

What individuals, groups, and organizations have an influence on your child in ways you don't approve of?

___ Associates, schoolmates
___ TV, comics, movies
___ Other influences
___ No bad influences
___ NA

Table FA-16-A15

When children get in trouble in ________ do you think it is handled in a good way?

___ Yes
___ No
___ DK
___ NA

Table FA-17-A14

How much do you think a parent can influence how his child will grow up these days?

___ Great amount of influence, majority
___ Qualified
___ Very little
___ Depends on parents or situation
___ Miscellaneous
___ NA

Table FA-18-A19

When are you and your child generally home at the same time?

___ Most or all time child is home
___ Evenings, week-ends
___ Some evenings, part of week-end
___ Just Sundays or week-ends
___ Never, NA, other

Table FA-19-A19

Are you a member of any club or organization?

___ Social clubs
___ Church organizations
___ School organizations
___ Other organizations
___ No organization membership
___ NA

Table FA-20-A19

What other things do you do with your spare time?

___ Functional, home, relevant activity
___ Mind-broadening activity
___ Enjoyable activity with family
___ Enjoyable activity not with family
___ Creative activities
___ No leisure activities
___ NA

Table FA-21-A19

Do you have enough time to talk with your child and much time to do things with him?

___ Enough time
___ Not enough
___ NA

Table FA-22-A11

How old were you at time of marriage? (Father's age)

___ Below 18
___ 18 to 20 years
___ 21 to 26 years
___ 27 to 34 years
___ 35 to 45 years
___ NA

Table FA-23-A17

In bringing up your children, what do you try to do - what are your general aims?

___ Religious and moral goals
___ Good interpersonal relations, human relations
___ Personality traits - obedience, impulse control, happiness
___ To supply physical and material needs; to help child be a success
___ DK, NA

Table FA-24-A16

What is the least pleasant thing about having children?

___ More tied down, expenses
___ How to handle them, worry problems
___ Nothing
___ Other
___ DK, NA

Table FA-25-A16

What is the most pleasant thing about having children?

___ Witness their growth, development, achievement
___ Gives purpose to life, completes a home, family life
___ Companionship, fun, excitement
___ Rewarding personal response, love, appreciation
___ Help, possession, security when older
___ Everything in general, nothing specific
___ Other, NA

Table FA-26-A18

In what ways would you like your child to be different from you?

___ Better off, happier, more accomplishment
___ More social skill and interest
___ Personality and behavior traits
___ No difference
___ Other, NA

Table FA-27-A23

When is it okay to break a rule around school?

___ Emergency
___ Never
___ Other contingencies
___ NA

Table FA-28-A21

What did child do at school you didn't approve?

___ Skip, tardy
___ Fighting, authority problem
___ Not doing well, level of interest
___ No problem
___ DK, NA, other

Table FA-29-A20

What are problems in dealing with the child when he has done something parent doesn't approve?

___ Controlling temper
___ Being fair
___ Other
___ No problem
___ NA

Table FA-30-A22

How did you feel when your child wouldn't do what you wanted him to do?

___ Punitive, annoyed, angry
___ Guilty, rejected
___ Resigned, discouraged
___ Sympathetic, accepting
___ No problem
___ Other, NA

Table FA-31-A22

What did you do when your child refused to do what you wanted him to do?

___ Physical punishment
___ Threaten, scold
___ Order
___ Moralize
___ Reason
___ Other-than-direct
___ No such problem
___ Other, NA
___ Deprivation of privilege

Table FA-32-A24

When your child was just starting school at age 6 or 7, what ways did you find useful to get him to do right and keep him from doing wrong?

___ Physical punishment
___ Non-physical; threaten
___ Order
___ Call in another; do nothing
___ Moralize
___ Reason; talk it over
___ Praise
___ No problems
___ Other, NA

Table FA-33

Do you belong to a church?

___ Belongs
___ Belonged to a church in the past
___ Never belonged
___ NA

Table FA-34

Do you attend church?

___ Regularly
___ Irregularly
___ Attended at some time in the past
___ Never attended
___ NA

Table FA-35

When was the last time you attended church?

___ During past week
___ During past month
___ During past six months
___ Over six months ago
___ Year or more ago
___ Many years ago
___ Never
___ NA

Table FA-36

Some people say that boys and girls get in trouble because of what they see on TV. What do you think?

___ No effect
___ No effect if supervised
___ Some effect
___ Very bad effect
___ NA

Table FA-37

At what age should a child be allowed to drive a car on his own?

___ Legal age of 16
___ Before 16
___ Age 18
___ When they can maintain a car
___ Depends on maturity of child
___ 17 years
___ Other, NA

Appendix 4B
Mother - Tables

Number________ M F Address ______________________________ Grade______ Date_____

Child's Age________ Mother's Age__________ Interviewer______________________

METHOD OF PROCEDURE: MO - Mother, first number refers to position of pertinent question in questionnaire, second number relates to specific hypotheses.

Table MO-1-A8

What was the highest grade of school you completed?

___ 1-6 years
___ 7-8 years
___ 9-11 years
___ Completed high school
___ 1-4 years of college
___ Graduate work
___ NA

Table MO-2-A25

Is this only marriage?

___ Yes, both husband and wife
___ No, both husband and wife
___ Yes, for one parent; no for other
___ NA, DK

Table MO-3-A26

Number of children?

___ One child
___ Two children
___ Three children
___ Four children
___ Five or more

Table MO-4-A10

Did you grow up on a farm, in a small town, or in the city?

___ Rural
___ Town under 10,000 population
___ City 10,000 to 50,000 population
___ Large
___ NA

Table MO-5-A13

How do you feel about living in _______?

___ Positive attitude
___ Negative attitude
___ Neutral
___ NA

Table MO-6-A13

How do you feel about living in this neighborhood?

___ Positive
___ Negative
___ Neutral
___ NA

Table MO-7-A13

What do you like about ______________? (fill in)

___ Resources for youth
___ Economic reasons
___ Social reasons
___ Adult programs, institutional services
___ General aspects of town
___ Other, NA

Table MO-8-A13

What don't you like about_____________?

___ Resources for youth
___ Economic reasons
___ Social reasons
___ Adult programs, institutional services
___ General aspects of town
___ Other, NA

Table MO-9-A13

What things would you like to see done in ______________ (fill in) to help children that aren't done now?

___ Better recreational facilities
___ Better educational, medical, guidance facilities
___ Help for parents, increased family activities
___ Need for more parent responsibility
___ More restrictive measures
___ Miscellaneous
___ NA

Table MO-10-A14

What else besides the family has a favorable influence on your child?

___ Church
___ School
___ Youth organizations
___ Relatives, associates
___ Miscellaneous
___ NA

Table MO-11-A15

What individuals, groups, and organizations have an influence on your child in ways you don't approve of?

___ Associates, schoolmates
___ TV, comics, movies
___ Other influences
___ No bad influences
___ NA

Table MO-12-A15

When children get in trouble in __________ (fill in) do you think it is handled in a good way?

___ Yes
___ No
___ DK
___ NA

Table MO-13-A14

How much do you think a parent can influence how his child will grow up these days?

___ Great amount of influence, majority
___ Qualified
___ Very little
___ Depends on parents or situation
___ Miscellaneous
___ NA

Table MO-14-A9

Do you do any part-time or full-time work for pay?

___ Full time (32-40 hrs. a week)
___ Part time (1-23 hrs. a week)
___ Do not work
___ Other, NA

Table MO-15-A9

What kind of work do you do?

___ Professionals, managers
___ Clerical, sales, craftsman
___ Operatives, private household workers
___ Service workers, laborers
___ Don't work, NA

Table MO-16-A19

What is your schedule of working hours away from home?

___ After school time, or part of after school time
___ During school time or work at home
___ Irregular or hours
___ No work, NA

Table MO-17-A19

Are you a member of any club or organization?

___ Social clubs
___ Church organizations
___ School organizations
___ Other organizations
___ No organization membership
___ NA

Table MO-18-A19

What other things do you do with your spare time?

___ Functional, home relevant activity
___ Mind-broadening activity
___ Enjoyable activity with family
___ Enjoyable activity not with family
___ Creative activities
___ No leisure activities
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Table MO-19-A19

Do you have enough time to talk with your child and **much** time to do things with him?

___ Enough time
___ Not enough
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Table MO-20-A11

How old were you at time of marriage?

___ Below 18
___ 18 to 20 years
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In bringing up your children, what do you try to do - what are your general aims?

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___ NA

Table MO-22-A16

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Table MO-27-A22

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___ Being fair
___ Other
___ No problem
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Table MO-28-A22

How did you feel when your child wouldn't do what you wanted him to?

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Table MO-29-A22

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___ Reason, talk it over
___ Praise
___ No problems
___ Other, NA

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___ Belonged to a church in the past
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___ During past six months
___ Over six months ago
___ Year or more ago
___ Many years ago
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Table MO-34

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___ Very bad effect
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___ Age 18
___ When they can maintain a car
___ Depends on maturity of child
___ 17 years
___ Other, NA